

North Bradley CE Primary School Pupil premium strategy statement



'Shine as a light in the world' (Philippians 2:15)

'SHINE'

Strive, Hope, Inclusion, Nurture, Equality.

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	207
Proportion (%) of pupil premium eligible pupils	10
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn term 2 2026
Statement authorised by	Kay Cadby
Pupil premium lead	Kelandie Ash
Governor / Trustee lead	Kay Cadby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29755.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£855840.54

Part A: Pupil premium strategy plan

Statement of intent

At North Bradley CE Primary School we want all of our children, regardless of background, to have access to a broad and balanced curriculum. We want all of our Pupil Premium children to make at least good progress; the aim of our strategy is to allow all disadvantaged learners to achieve that.

Quality first inclusive teaching is at the heart of everything we do at North Bradley CE Primary School. The Education Endowment Fund (EEF) research coupled with broader research show that for disadvantaged pupils to make the best progress and close the gap high quality, adaptive teaching has the greatest impact.

Our strategy is linked to EEF research; 'Using Pupil Premium' guidance. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 pupils excel. 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

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is often below (and sometimes significantly below) that of non-disadvantaged pupils.
2	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.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with spelling than their peers. This negatively impacts their development as writers.
4	Data shows that children who are disadvantaged have more absence than those who are not disadvantaged. This negatively impacts on their ability to make at least good progress from their starting points.

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
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that 100% of disadvantaged pupils meet the expected standard.
Improved phonics attainment by the end of KS1.	Outcomes for disadvantaged pupils in Year 1 will exceed national. Outcomes for disadvantaged children retaking the test in Year 2 will see at least 50% passing the test.
Improved spelling attainment for all children; especially those who are disadvantaged.	Outcome is spelling increase for all children across the school and particularly for those who are disadvantaged.
To ensure that attendance for our Pupil Premium children is at least in line with national.	Attendance for those who are disadvantaged is at least in line with the rest of the school and with national. Outcomes will improve with improved attendance.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use nationally recognised assessment packages to support understanding pupil progress.	Teachers use robust assessment packages to ensure they have a robust understanding of pupil progress and outcomes against their starting points.	1,2,3
To ensure that we have robust schemes of work, that are followed with fidelity, including Sounds and Syllables, Sounds Write and White Rose maths. These schemes are carefully monitored by middle leaders / SLT	All schemes have proven track records in strong progress coupled with strong foundations. The EEF says that high quality teaching benefits all children but particularly those with disadvantage. Using schemes rooted in research and teachers being well trained and demonstrating fidelity to the schemes will lead to strong progress.	1,2,3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement well-structured and well-planned interventions based on schemes that are embedded in the school	Implementing high quality 'keep up' and 'catch up' sessions that are linked to the needs of the child from their starting point. The EEF states that well planned, targeted support linked to classroom teaching is a key component of an effective PP strategy.	1,2,3
Pre-teach to be used up to 3 x a week. Used to quickly address gaps and misconceptions and support those encountering new teaching. 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

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance the support we provide for families where attendance is of concern by appointing a parent support advisor.	The EEF states that by building relationships and understanding family circumstances attendance can be supported in a positive and well-planned way. EEF – Supporting school attendance doc.	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
To use ELSA to support the emotional health and wellbeing of pupils	Children who have strategies to support their wellbeing tend to feel more confident about school.	4

Total budgeted cost: £30000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of academic year 2024/2025 the school achieved the following outcomes;

EYFS = GLODs

33% Pupil Premium children achieved GLOD compared to 64% in the class.

Year 1 phonics;

58% of Pupil Premium children passed their phonics.

Year 2 optional SATs;

The data for Pupil Premium pupils is as follows;

Reading= 40%

Maths= 80%

SPAG= 20%

Writing= 40%

RWM combined – 40%

Year 4 MTC;

50% of Pupil Premium children passed the test. Compared to 49% of the whole class.

Y6 SATS;

The data for Pupil Premium pupils is as follows;

Reading= 63% (GDS – 38%)

Maths= 50% (GDS – 13%)

SPAG= 63% (GDS – 13%)

Writing= 75% (GDS 13%)

Science= 82%

RWM combined – 38% (GDS- 13%)

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
The School had no externally provided programmes to support disadvantaged pupils.	

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>
Our service children were able to access wider opportunities which included (but is not limited to) ; • Wider curriculum clubs • Funded trips – day and residential • Gifted and talented courses Music lessons
The impact of that spending on service pupil premium eligible pupils
Children report that they feel very included and that their additional opportunities help them to feel positive about school. Academically our service children are doing well at school and as a result tend to engage in GDS opportunities outside of school that enhance their normal curriculum.