

# Pupil premium strategy statement – Bradwell Village School

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.

## School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Lisa Vincent
Pupil premium lead	Jackie Wiseman
Governor / Trustee lead	Paul Hussey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,635
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£12,760
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£138,395

# Part A: Pupil premium strategy plan

## Statement of intent

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.

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.

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	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties retaining and using phonic knowledge. This impacts development as readers.

2	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils and in all pupils is lower than the 95% target. 34.85% of disadvantaged pupils have been 'persistently absent' compared to 23.74% of their peers. Our assessments and observations show that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Observations and discussions with pupils and staff suggest that some children are finding regulating their behaviour difficult. This impacts their attainment due to difficulties focusing in lessons.
4	Observations and discussions with pupils and families have identified social and emotional issues due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.

## 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 reading attainment among disadvantaged pupils	End of year data will show that more than 80% of disadvantaged pupils met the expected standard. KS2 reading outcomes in 2025-26 show that more than 80% met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025-26 demonstrated by: <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%</li> <li>the percentage of all pupils who are persistently absent below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
To achieve and sustain improved behaviour and focus in lessons, particularly for disadvantaged pupils.	Sustained high levels of behaviour by 2025-26 demonstrated by: <ul style="list-style-type: none"> <li>a significant increase in behaviour around school and in lessons, particularly among disadvantaged pupils</li> <li>qualitative data from student voice and teacher observations</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025-26 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in enrichment activities, particularly among disadvantaged pupils</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: £74, 473

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments: Testbase.	Standardised tests can indicate areas for development for individual pupils, or across classes and year groups. Assessment programmes can enable teachers to see what level children are at and where they need to develop. <a href="#">Diagnostic assessment   EEF</a>	1, 5
Purchase of Accelerated Reader and MyOn reading programmes	Reading programmes can be accessed by all children and provide quiz opportunities to enable teachers to ensure each pupil receives the correct support they need to develop their reading.	1, 5
Read Write Inc Interventions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly of disadvantaged pupils. <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1, 5
Purchase of Nessy - a support programme for children finding reading difficult	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly of disadvantaged pupils. <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1, 5
Fresh Start interventions	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. <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1, 5
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	4

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	performance, attitudes, behaviour and relationships with peers). <a href="#">Improving Social and Emotional Learning</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £43,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly of disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1
Interventions to be carried out (via the National Tutoring Programme) by experienced Learning Supports within school. A significant number of the pupils receiving 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: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 5
Participation in The Brilliant Club: a programme aimed at encouraging children to develop their reading and writing skills to produce a university essay. A significant number of the pupils receiving tuition will be disadvantaged,	Targeted interventions can have positive overall effects.	4, 5

including those who are high attainers.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,377

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across the school. Behaviour lead appointed to improve behaviour.	Both targeted interventions and universal approaches can have positive overall effects. <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	3, 4
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  This will involve training and release time for staff to develop and implement new procedures and appointing attendance lead to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Whole staff training on wellbeing with the aim of developing our school ethos and improving wellbeing across the school.	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). <a href="#">Improving Social and Emotional Learning</a>	4
Subsidised lunch, visits, breakfast club, experiences, and extra-curricular experiences for	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).	2, 3, 4

disadvantaged children.	<a href="#">Improving Social and Emotional Learning</a>	
Music lessons	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). <a href="#">Improving Social and Emotional Learning</a>	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £138,395**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that for the last academic year:

- In September in Year 3 90% were below the expected standard in reading, 95% below in writing and 75% below in maths. By the end of the year, 25% had reached the expected levels in reading, 15% in writing and 50% in maths.
- In September in Year 4 72% below in reading, 83% below in writing and 94% below in maths. By the end of the year, 72% are at expected levels in reading, 72% in writing and 72% in maths.
- In September in Year 5 63% were below in reading, 63% in writing and 71% in maths. By the end of the year, 81% have made expected progress in reading, 81% in writing and 95% in maths.
- Year 6 at the end of the year 40% were at expected levels in reading, 44% were at expected levels in writing and 68% were at expected levels in maths.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national levels and to results achieved by our non-disadvantaged pupils.

The data demonstrates that at the end of the last academic year, 62% of disadvantaged pupils in our school met expected levels while nationally 44% met expected levels and 10% of our disadvantaged pupils were above expected levels with 3% above expected levels nationally. This shows the positive impact of the interventions we had last year which will be continued this year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance is being monitored more rigorously. Overall attendance has increased by 0.1% over the year. Persistence absence has decreased by 11%.

Our observations indicated that pupil behaviour, wellbeing and mental health have shown some improvements. The introduction of Wellbeing Ambassadors has raised the profile of wellbeing across the school and we have made use of the Mental Health Support Team for targeted children.



## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Accelerated reader	Renaissance Learning
MyOn	Renaissance Learning
Testbase	AQA
Read Write Inc	Ruth Miskin
Fresh Start	Ruth Miskin
Nessy	Nessy
The Brilliant Club	The Scholars Programme