

# Pupil premium strategy statement – Bradwell Village School

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   | 201                    |
| Proportion (%) of pupil premium eligible pupils  | 37%                    |
| 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 2025          |
| Date on which it will be reviewed  | July 2026              |
| Statement authorised by  | Sashi Siva             |
| Pupil premium lead   | Jackie Wiseman         |
| Governor / Trustee lead  | Paul Hussey            |

## Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £121, 217 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0        |
| <b>Total budget for this academic year</b><br><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> | £121, 217 |

# 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 | <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils and in all pupils is lower than the 95% target.</p> <p>Disadvantaged pupils have been 10% more 'persistently absent' compared to their peers. Our assessments and observations show that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 3 | <p>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.</p>  |
| 4 | <p>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.</p>   |
| 5 | <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</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.

| Intended outcome  | Success criteria   |
|---|--|
| To improve reading attainment among disadvantaged pupils, relative to their starting points as identified through baseline assessments. | <p>Through achievement of improved performance.</p> <p>Disadvantaged pupils will be able to use the strategies taught to work with increasing independence, transferring the skills they have been taught across the curriculum.</p> <p>All pupils make at least the expected rates of progress.</p> <p>KS2 reading outcomes demonstrate an upward trend.</p>                |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                                       | <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced.</p> <p>The difference between the number of non-disadvantaged pupils who are persistently absent, and the disadvantaged pupils will be narrowed.</p> <p>Families will be supported by the attendance lead and pastoral team.</p>                                       |
| To achieve and sustain improved behaviour and focus during lessons, particularly for disadvantaged pupils.                              | <p>There is a significant increase in positive behaviour around school and in lessons, particularly among disadvantaged pupils</p> <p>Improved performance in all areas of work, as demonstrated by end of year assessments.</p> <p>Fewer behaviour incidents during playtimes demonstrated by a reduction of negative behaviour points on Class Charts and pupil voice.</p> |
| To achieve and sustain improved SEMH for all pupils.  | <p>The curriculum will provide meaningful links to promote positive mental health and wellbeing demonstrated by</p>  |

|  |  |
|--|--|
|  | <p>pupil voice and teacher observations as well as an increase in enrichment activities.</p> <p>Pupils and families will have greater access to mental health support.</p> <p>Pupils will show an increased understanding of their own and others mental health needs.</p> |
|--|--|

## 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: £ 54,444.48

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| 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.<br><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.<br><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.<br><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a> | 1, 5                          |

|  |  |   |
|--|--|---|
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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="#">Improving Social and Emotional Learning</a></p> | 4 |
|--|--|---|

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

Budgeted cost: £ 35,689

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>  | <p>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.</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> | 1                             |
| <p>Interventions to be carried out by experienced Learning Supports within school.</p> <p>A significant number of the pupils receiving interventions will be disadvantaged, including those who are high attainers.</p>                             | <p>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:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>          | 1, 5                          |
| <p>Participation in The Brilliant Club: a programme aimed at encouraging children to develop their reading and writing skills to produce a university essay.</p> <p>A significant number of the pupils receiving tuition will be disadvantaged,</p> | <p>Targeted interventions can have positive overall effects.</p>  | 4, 5                          |

|   |  |  |
|---|--|--|
| including those who are high attainers. |  |  |
|---|--|--|

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

Budgeted cost: £ 31,083.52

| 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. Restorative practice training. Behaviour lead appointed to improve behaviour.   | Both targeted interventions and universal approaches can have positive overall effects.<br><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> .<br>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 SEMH and wellbeing with the aim of developing our school ethos and improving SEMH and 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).<br><a href="#">Improving Social and Emotional Learning</a> | 4                             |
| Subsidised lunch, visits, breakfast club, experiences, and extra-curricular experiences for disadvantaged children.   | 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                       |

|                                    |   |      |
|------------------------------------|---|------|
|                                    | <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).<br><a href="#">Improving Social and Emotional Learning</a> | 4    |
| Outreach support                   | 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).<br><a href="#">Improving Social and Emotional Learning</a> | 3, 4 |
| Ride High                          | 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).<br><a href="#">Improving Social and Emotional Learning</a> | 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 a small amount of funding aside to respond quickly to needs that have not yet been identified.  | All  |

**Total budgeted cost: £ 121,217**

# 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.

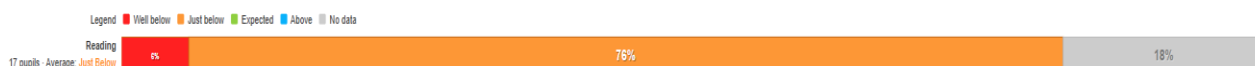
### Year 3 Autumn 1



### Year 3 Summer 2



### Year 4 Autumn 1



### Year 4 Summer 2



### Year 5 Autumn 1



### Year 5 Summer 2



### Year 6 Autumn 1



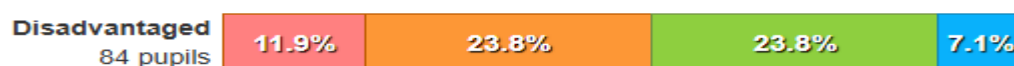
### Year 6 Summer 2



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 by the attendance lead.

#### Disadvantaged pupils' attendance 2023-2024



#### Disadvantaged pupils' attendance 2024-2025



Our observations indicate that pupil behaviour, wellbeing and mental health have shown improvements with a decrease in the number of negative behaviour points. Learning walks and observations have identified some outstanding behaviours. New playground equipment has been bought and is used daily, reducing the number of negative behaviour incidents at playtimes. The introduction of Wellbeing Ambassadors has raised the profile of wellbeing across the school, and we have made greater use of the Mental Health Support Team for targeted children.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

## 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             |
|--------------------|----------------------|
| Accelerated reader | Renaissance Learning |
| MyOn               | Renaissance Learning |
| Read Write Inc     | Ruth Miskin          |
| Fresh Start        | Ruth Miskin          |

|                    |                        |
|--------------------|------------------------|
| Nessy              | Nessy                  |
| The Brilliant Club | The Scholars Programme |
| Ride High          | Ride High              |
| Rock Steady        | Rock Steady            |