Pupil premium strategy statement Bradshaw Hall Primary School – updated October 2026

This statement details our school's use of pupil premium funding to help improve the attainment of our under-resourced pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview (updated for 2025-26)

Detail	Data
Number of pupils in school	472
Number of pupil premium eligible pupils	59
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers	2024 -27
Date this statement was published	October 2026
Date on which it will next be reviewed	July 2028
Statement authorised by	Chris Bagnall
Pupil premium lead	Simon Downes
Governor / Trustee lead	Anne-Marie Day

Funding overview 2026-27 (based on July 2026 figures)

Detail	Amount
Pupil premium funding allocation this academic year	£91450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£91450

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Bradshaw Hall make good progress and achieve high attainment across all subject areas, irrespective of their background or the challenges they face. In the first instance this involves a depth of understanding of our school community and a recognition that disadvantage is not always highlighted by the pupil premium status of each child.

Everything we do in school is aimed at ensuring our under-resourced pupils are successful in terms of progress and attainment, including those who are already high attainers. We make no assumptions about the impact of disadvantage on our children and all our academic approaches are based on diagnostic assessment and early intervention.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have been most impacted by the pandemic. The ideas and approaches outlined in our 3 year plan maintain a focus on all our vulnerable children, whether they are under-resourced or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which under-resourced 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.

To ensure they are effective we will:

- ensure under-resourced 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 under-resourced pupils' outcomes and raise expectations of what they can achieve

Intended outcomes

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many under-resourced pupils. These are evident from Nursery and in general, are more prevalent among our under-resourced pupils than their peers.
2	Discussions at pupil progress meetings suggest spelling is a particular challenge for many pupils, especially under-resourced pupils. Through observation, assessment and pupil voice in the classroom we have identified that this is due to inconsistency of approach and lack of individual revision skills.
3	Through our work with a maths consultant we have identified problem solving and word problems as an area of focus. The development of a consistent approach to the teaching of problem solving and word problems in mathematic would minimize the challenges facing our pupils allowing more children to achieve GDS at an earlier stage.
4	Our assessments and observations indicate that the education and well-being of many of our under-resourced pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies and are most noticeable in the year groups who were isolating in their first 3 years at Bradshaw Hall.
5	Internal data indicates under-resourced children require a higher level of pastoral support and account for a disproportionate number of referrals to professional agencies and support groups.
6	Our attendance data over from 2023-24 years indicates that attendance among under-resourced pupils has been 3.6% lower than for non-disadvantaged pupils. 20.4% of under-resourced pupils (using FSM data) have been 'persistently absent' (defined as absence of 10% and upwards) compared to 7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.

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 oral language skills and vocabulary among under-resourced pupils.	Assessments and observations indicate significantly improved oral language among under-resourced pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among under-resourced pupils.	KS2 reading outcomes in 2026/27 show that attainment at Expected Standard is in line with their non-disadvantaged peers.
Improved maths attainment for under-resourced pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 90% of under-resourced pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our under-resourced pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in referrals for support • a significant increase in participation in enrichment activities, particularly among under-resourced pupils
To achieve and sustain improved attendance for all pupils, particularly our under-resourced pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between under-resourced pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 5% and the figure among under-resourced pupils being no more than 2% lower than their peers.

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: **£62,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised NTS testing package. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 4
Embed Talkboost, NELI and Wellcome Communication and Language interventions in Nursery and Reception and the wider school as required.	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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
Purchase of Rocket Phonics First Steps for Nursery – a pre-cursor to our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a high impact for a relatively low cost. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Enhancement of our maths teaching and curriculum planning. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD – we will engage consultant support – initially	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	3

from ISeeMaths to help identify areas for development and deliver CPD around these.	Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning including Philosophy 4 Children in KS2 SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5
To maintain and develop the Senior Leadership Team (SLT) and the pastoral/safeguarding team to ensure the best outcomes for our children.	EEF reports highlight the impact on leadership on the quality of teaching across their Toolkit of approaches. The SLT are focussed on developing teachers and removing administrative and non-teaching tasks whilst providing high-quality support and CPD.	All

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

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NELI programme to improve listening, narrative and vocabulary skills for under-resourced pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at under-resourced pupils who require further phonics support. This will be delivered via the	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from under-resourced backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2

Rocket Phonics programme.	Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Development of the Boosting Reading @ Primary programme. 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	4

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

Budgeted cost: **£17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on pupil well-being and a new whole school PSHE curriculum with the aim of developing our school ethos and improving emotional and social skills across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve our pastoral support team developing and implementing procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for individual support.	Based on our experiences we have set aside funding to ensure all children are able to access school trips and activities including music lessons	5

Total budgeted cost: £91450

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Our end of KS2 results showed that attainment for the Pupil Premium Group (PPG) exceeded their peers both locally and nationally.

KS2 SATs Results 2026

	Attainment 2026 (exceeding)	National 2026 (for comparison)	Progress Measures
RWM	**85% (28%)**	**63% (9%)**	
Disadvantaged	**67% (0%)**	**47% (4%)**	
Reading	**97% (52%)**	**75% (31%)**	**+5.88**
Disadvantaged	**78% (33%)**	**63% (21%)**	**+6.85**
Writing	**87% (33%)**	**73% (13%)**	**+4.29**
Disadvantaged	**67% (0%)**	**59% (6%)**	**+3.07**
Maths	**95% (57%)**	**75% (27%)**	**+5.92**
Disadvantaged	**78% (22%)**	**60% (15%)**	**+5.33**
GPS	**95% (65%)**	**74% (30%)**	
Disadvantaged	**78% (33%)**	**60% (19%)**	

9 Pupil Premium including:
2 EHCP
3 SEND register
4 Non-SEND

Our ‘disadvantaged’ children equalled or exceeding National ‘all’ figures and significantly out performed their ‘disadvantaged’ peers nationally.

This data has some statistical significance as 9 of the 60 children are from under resourced family. For the purposes of this data we have used the DfE term ‘disadvantaged’.

The key contributing factors revolve around our redesigned curriculum that has been created, from its inception, to meet the needs of our under resourced children.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Developing a broad and rich curriculum to ensure all children have access to the 'cultural capital' to which they are entitled. Developing staff knowledge and pedagogy to ensure knowledge gained 'sticks' and children's interest is high.
- Exploring meta-cognition, developing staff understanding and a whole school approach.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, fitness, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Under-resourced pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated how previous approaches had impacted on children. The successful outcomes for our under-resourced pupils in the last available national tests suggests that a whole school, high quality teaching and intervention approach is essential. Previous approaches at a more bespoke, individual level were not as successful despite the efforts of staff at the time.

Whilst we have used data to highlight challenges the real impact is found in the classroom and at home. Pupil Progress meetings that follow on from standardised testing ensure that pupil voice, parental views and data are triangulated to ensure the most effective approaches are sought.

As a staff and Senior Leadership Team we are grounded in research. The EEF guidance, expert consultants and wider reading have allowed our experienced staff team to ensure the needs of our under-resourced children are met. All approaches are trialled and reviewed and we allow space to have honest conversations around their effectiveness.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.