

Pupil premium strategy statement – Bradfield Primary

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
School name	Bradfield Primary School
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	26%
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)	2023-24 2024-25 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	September 2025
Statement authorised by	Maria Luck-Davies Headteacher
Pupil premium lead	Maria Luck-Davies Headteacher
Governor / Trustee lead	Peter Halliday Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18, 265
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>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£18,265

Part A: Pupil premium strategy plan

Statement of intent

Our ethos, values and vision are the building blocks on which our whole school curriculum is based. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be. Children are supported to work hard and to fulfil their potential regardless of any barriers they face. We firmly believe that pupil choices should not be limited by self-belief, opportunity or circumstance. We put children first and they are at the very centre of every action and decision we make as a community. We expect all children to make good progress regardless of their different starting points.

Our objectives are to:

- ✓ Remove barriers to learning created by social and economic background
- ✓ Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to nurture their social and emotional wellbeing and to develop resilience
- ✓ Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ✓ To provide high quality teaching across the school
- ✓ To ensure that learning is accessible to all pupils
- ✓ To provide all pupils with a broad education, equipping them with knowledge, skills and attitudes to succeed now and in the future
- ✓ The use of accurate assessment for learning that clearly highlights gaps in learning and identifies the next steps pupils need to take
- ✓ Provide targeted support to quickly address identified gaps in learning
- ✓ Provide opportunities for all pupils to participate in enrichment activities
- ✓ Provide nurture to support pupils in their emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1	School self-evaluation indicates that children's use and application of vocabulary is limited and is sometimes a barrier to achieving potential. This is evident from Reception through to KS2, however more prevalent among our disadvantaged pupils than their peers.
2	Observations and discussions with pupils (particularly in the Early Years and KS1) indicate that oral language and communication skills are a barrier to children achieving their full potential.
3	Outcomes in writing are not as high as they could be for our disadvantaged pupils. Children are not sufficiently confident in spelling and grammar to write fluently and accurately.
4	In reading, pupils have lower levels of performance compared to that of their peers.
5	Our assessments (including the Behaviour and Vulnerability Profile), observations and discussions with pupils and families have identified social and emotional issues for many pupils. Pastoral concerns linked with mental health and wellbeing are limiting learning and impacting on pupils social and emotional development.

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

Improved writing attainment for our disadvantaged pupils.	Disadvantaged pupils meet the expected standard or make expected progress from their starting points. The 'expected standard' is the expected standard in statutory tests, age related attainment in teacher assessments.
Improved reading attainment for our disadvantaged pupils.	Disadvantaged pupils meet the expected standard or make progress from their starting points. The 'expected standard' is the expected standard in statutory tests, age related attainment in teacher assessments, or standardised score of 100 or more in reading tests.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Children develop positive attitudes towards learning and can independently sustain high levels of wellbeing as demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £5,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving outcomes in reading and writing, supported by updated resources and practice.	Literacy EEF	1,2,3,4

Staff training on improving outcomes in phonics.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support time for individual and groups interventions including precision teaching, social skills groups	EEF recommendations and evidence based upon previous years trials. Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress. NELI has been identified by the EEF as a promising project. Mastery Learning EEF nuffield-early-language-intervention1	1,2
Use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2,4
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a	1,2

<p>who have relatively low spoken language skills.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>combination of the two show positive impacts on attainment:</p> <p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Mentor (The Nurture Room) x 1 day a week.	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	5
<p>Improve the quality of social and emotional learning (SEL).</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>Improving Social and Emotional Learning in Primary Schools EEF</p>	5
Trauma Perceptive Practice (TPP) training will be undertaken and elements delivered to staff.	Trauma Perceptive Practice (TPP) is the Essex approach to understanding behaviour and supporting emotional wellbeing.	5

<p>TPP will be embedded across the school.</p>	<p>TPP training consists of 9 training Elements, plus Train the Trainer. It starts with the headteacher engaging in the first 2 Elements, before nominating a TPP lead from the leadership team to access the Train the Trainer and then deliver the remaining 7 Elements to staff, with the support of course leaders.</p>	
<p>A comprehensive approach to improve the health and well-being of vulnerable pupils using enrichment activities.</p>	<p>Enrichment activities: Offer a range of extracurricular activities that encourage physical health, creativity, and social skills. Activities include sports, drama, music, and art, which have been linked to improved mental health and heightened school engagement according to recent research.</p>	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Impact 2024-25

The strategies and interventions implemented during the 2024-25 academic year have proven successful in supporting all children across the school. Our well-planned curriculum activities have fostered widespread engagement and enhanced pupils' understanding of vocabulary. Children are now more capable of applying their vocabulary confidently in discussions and presentations, supported by the independent use of notebooks in KS2, vocabulary lists, whole class reading focus and collaborative work on working walls.

CPD in writing pedagogy has supported teaching and learning, while our focus on a quality, book-based literacy curriculum has led to positive progress in reading and writing skills. Diagnostic software allows for real-time tracking of reading progress, enabling swift identification of specific difficulties and appropriate interventions.

Assessments and observations indicate improved oral language skills among disadvantaged pupils. This improvement is evident when triangulated with other sources of evidence, including engagement in lessons, enhanced and confident communication skills, and ongoing formative assessment.

Emotional literacy forms a cornerstone of our teaching approach, cultivating a supportive and positive classroom environment. The well-being mentor has had a particularly positive impact on vulnerable pupils, supporting their mental health and helping them connect more effectively with the wider curriculum.

Engagement with enrichment activities—ranging from museum visits to theatre workshops—has stimulated creativity and boosted pupils' confidence, self-esteem, and overall wellbeing. Qualitative feedback reinforces the positive impact these initiatives have had on children's academic performance and social skills, ensuring comprehensive development from their individual starting points.

The highly trained well-being mentor delivers a bespoke programme to individual pupils designed to address specific emotional and social vulnerabilities. This intervention is highly effective in boosting pupil confidence and engagement in school.

Externally provided programmes

Programme	Provider
RWInc. Phonics	Ruth Miskin
Precision Teaching	Essex Educational Psychology Service
Accelerated Reader	Renaissance REN Learn