

# Pupil premium strategy statement 2025-2026

## Bradleys Both Community Primary 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  | 124  |
| Proportion (%) of pupil premium eligible pupils   | 10.3%<br>12 out of 124 pupils<br>(Sept.2025 – July 2026) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2025-2028<br>(Updated Autumn 2025)                       |
| Date this statement was published   | December 2025  |
| Date on which it will be reviewed   | July 2026  |
| Statement authorised by   | Headteacher  |
| Pupil premium lead  | Headteacher  |
| Governor / Trustee lead   | Carol Robertson  |

### Funding overview

| Detail   | Amount                               |
|--|--------------------------------------|
| Pupil premium funding allocation this academic year  | £19995.00<br>(Sept.2025 – July 2026) |
| <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> | £19995.00                            |

# Part A: Pupil premium strategy plan

## Statement of intent

*In planning the Pupil Premium Strategy Plan at Bradleys Both Community Primary School it has been important to support any disadvantaged pupils to ensure that they are given the opportunity to make good progress, access all opportunities that other children access and work towards achieving at least age-related expectations across all subjects.*

*At Bradleys Both we recognise alongside research conducted by the EEF (Education Endowment Fund) that common barriers to learning to learning for disadvantaged children can be:*

- *Lack of confidence and self esteem*
- *Mental health and wellbeing needs*
- *Support and reinforcement in addition to that provided at home*
- *Support for securing phonics*
- *Support to read regularly to practise and develop reading skills*
- *Mental arithmetic practise and Oracy skills*
- *Inability to access out of school provision for extended wrap around care*
- *Attendance and punctuality*

*The needs of disadvantaged children are varied and the above list is not exhaustive.*

### **Principles**

- *High quality first teaching is our main strategy to support all of our pupils including those who are disadvantaged. It is important to enable these disadvantaged children to receive the same learning opportunities as their peers.*
- *We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed*
- *In making provision for socially disadvantaged pupils we recognise that not all pupils who receive FSM (Free School Meals) will be disadvantaged*
- *We reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.*
- *To support the extended provision available for our children and the local community needs outside of school time*

## **Implementation**

### **The range of provision the school may consider may include:**

- *Deployment of additional adults to increase adult to pupil ratio by having smaller group sizes within class teaching and more adult engagement with individuals*
- *Specific equipment and resources, bespoke to individual children's needs*
- *Bespoke interventions and booster groups to target gaps in learning and secure attainment*
- *Setting up a wide range of enrichment activities which provide opportunities to extend on new skills and individual interests*
- *Referrals to outside agencies to support the specific needs of children in and outside of school time (SELFA / Compass Phoenix)*
- *Provide additional nurture support to supplement a strong PSHCE and RSE curriculum and ethos of our school*
- *Provide pastoral time and specialism in developing pupil's mental health and wellbeing*
- *Additional funding can be provided when needed for parents / carers to enable their child to access extra-curricular activities including residentials, school visits, music lessons, swimming lessons, school uniform and participation in school clubs (as appropriate to the needs of individual families and the individual needs of the child)*
- *Extended day care provision on site to support families and improve punctuality and attendance*

## **Challenges**

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

| <b>Challenge number</b> | <b>Detail of challenge</b>  |
|-------------------------|---|
| 1                       | <i>Some of the disadvantaged pupils have additional social, emotional and mental health needs including anxiety which may have an impact on their learning</i>  |
| 2                       | <i>Lower prior attainment in Phonics, Reading, Writing or Mathematics for pupils eligible for PPG at the end of KS1 means that the gap between them and their peers will increase if not addressed.</i> |
| 3                       | <i>Some disadvantaged children require additional scaffolding and support in approaching learning within the classroom to make progress with their achievements</i>                                     |
| 4                       | <i>Reduced opportunities for extra-curricular activities for pupils eligible for PPG due to financial hardship. This could result in lower skill development across</i>                                 |

|   |   |
|---|---|
|   | the curriculum or reduced opportunities to broaden life and interest experiences  |
| 5 | Children with additional SEND needs face extra challenges to achieve academically.  |
| 6 | Some children need additional time and provision to ensure regularity of reading.   |
| 7 | Some children find settling into school challenging first thing in the morning and the use of before school club provides them with a 'cushioned' start to the school day |

## 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   |
|---|--|
| Disadvantaged pupils make high rates of progress in Phonics and Reading attainment. | <ul style="list-style-type: none"> <li>• Ongoing formative assessments carried out</li> <li>• Targeted support and intervention for identified PP children</li> <li>• One to one reading time in addition to class fluency sessions</li> <li>• Reinforcement of vocabulary and language through reading structure used in KS2</li> <li>• Regular opportunities to read to others</li> <li>• Regular monitoring of reading</li> <li>• Consistency in use of whole school phonics SSP scheme</li> <li>• Additional adult to work within classroom</li> </ul> |
| Disadvantaged pupils make high rates of progress in Writing attainment.             | <ul style="list-style-type: none"> <li>• Ongoing formative assessments carried out</li> <li>• Targeted support and intervention for identified PP children</li> <li>• Small group work including handwriting, spelling and phonics</li> <li>• Regular monitoring of writing</li> <li>• Writing booster groups to extend confidence and stamina in writing</li> <li>• Additional adult to work within classroom</li> </ul>  |
| Disadvantaged pupils make high rates of progress in Mathematics attainment.         | <ul style="list-style-type: none"> <li>• Ongoing formative assessments carried out</li> <li>• Targeted support and intervention for identified PP children</li> </ul>  |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Small group work including mental maths, multiplication tables and rapid recall in addition to class sessions</li> <li>• Regular monitoring of mathematics</li> <li>• Assessment of multiplication tables progress using TT Rockstars subscription</li> <li>• Additional adult to work within classroom</li> <li>• Regular reinforcement opportunities using IT package outside of lesson time</li> </ul>   |
| Disadvantaged pupils feel secure, and confident in approaching daily school   | <ul style="list-style-type: none"> <li>• One to one pastoral support to reinforce approaches to school and ways of engaging</li> <li>• Additional adult in class to enable greater ratios</li> <li>• Check in time with classroom adults</li> </ul>  |
| Disadvantaged pupils have access to extra-curricular provision and experiences.   | <ul style="list-style-type: none"> <li>• All children participate in lunchtime sports club working with sports coach once a week</li> <li>• All children access a range of extra-curricular learning activities during weekly University of Bradley session</li> </ul>   |
| Disadvantaged pupils are able to access SELFA (Skipton Extended Services For All) to broaden their personal interests, gain life experiences and enhance their mental health and wellbeing. | <ul style="list-style-type: none"> <li>• Bradleys Both contributes 5% of PPG to SELFA which provides mentoring and counselling, term time groups and holiday activities / workshops</li> <li>• Disadvantaged pupils access and trial / pursue a new interest</li> <li>• Provision for social development and interaction with others</li> <li>• Extending support and provision outside of school time and during holidays</li> <li>• Experience opportunities to develop independence and resilience</li> </ul> |
| Targeted support and/or intervention has improved the emotional regulation, resilience and mental wellbeing for specific disadvantaged pupils   | <ul style="list-style-type: none"> <li>• One to one pastoral support to reinforce approaches to school and ways of engaging</li> <li>• Additional adult in class to enable greater ratios</li> <li>• Check in time with classroom adults</li> <li>• Referral to relevant services e.g. Compass Phoenix, Early Help, SELFA, CAMHS</li> <li>• Reduction in numbers of behaviour / mental health incidents recorded within school records</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Use of Pastoral Teaching Assistant through weekly appointments</li> <li>• Play therapist to support individual needs and enable children to share feelings, worries and anxieties</li> </ul>   |
| Financial support to fund school visits, out of school activities and for some families to fund school uniform, PE kits and / or resources as identified | <ul style="list-style-type: none"> <li>• All disadvantaged pupils to take part in school visits</li> <li>• All disadvantaged pupils have the correct school uniform and PE kit</li> <li>• All disadvantaged pupils are enabled to participate alongside their peers in opportunities that arise during the year</li> </ul>  |
| Financial support to attend extended day care provision at before school club and after school club to support attendance and punctuality                | <ul style="list-style-type: none"> <li>• Individual children / family provided with a funded place at before / after school club to extend their day and provide parents with support outside of school hours.</li> <li>• Provide the children with an opportunity to extend their social skills and play within a safe and secure setting</li> <li>• Children to participate in enjoyable activities with peers</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: £6750.00

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|-----------|--|-------------------------------|
| Staff CPD | <p>Teachers' professional development is crucial to a high-quality education system. [footnote 1] When teachers, as learners themselves, base their everyday practice on an updated, coherent and integrated professional knowledge base, this can lead to improvements in pupils' learning outcomes</p> <p><a href="#">Ofsted Independent Review of Teachers Professional Development May 2023.</a></p> | 1, 2, 5, 6                    |

|   |  |               |
|---|--|---------------|
|   | Supporting high quality teaching is pivotal in improving children's outcomes. ... high quality teaching can narrow the disadvantage gap.... promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes,<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  |               |
| Continued phonics training and coaching for all teaching assistants using the school's SSP programme                          | Research conducted by the Education Endowment Foundation shows that providing timely phonics intervention helps pupils make 5 months' additional progress.<br><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/phonics</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> | 2, 3, 5, 6    |
| <i>Subject Leader release time to monitor and analyse progress in Reading, Writing and Mathematics</i>                        | Supporting high quality teaching is pivotal in improving children's outcomes. ... high quality teaching can narrow the disadvantage gap.... promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes,<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  | 2, 3, 5, 6    |
| <i>Part funding of staff to carry out 'catch up' interventions offering small group or one to one support teaching groups</i> | Research conducted by the Education Endowment Foundation shows that providing high quality and timely feedback helps pupils make 6 months' additional progress.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>   | 1, 2, 3, 5, 6 |

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

Budgeted cost: £5000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|  |   |                   |
|--|---|-------------------|
| <p><i>Additional support staff to provide one to one reading time</i></p>    | <p>Research conducted by the Education Endowment Foundation shows that providing high quality and timely feedback helps pupils make 6 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>   | <p>2, 3, 5, 6</p> |
| <p><i>Additional support staff to provide small group interventions</i></p>  | <p>Research conducted by the Education Endowment Foundation shows that providing small group tuition and individualised instruction helps pupils make 4 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>   | <p>2, 3, 5, 6</p> |
| <p><i>Additional support staff to provide small group mathematics</i></p>    | <p>Research conducted by the Education Endowment Foundation shows that providing small group tuition and individualised instruction helps pupils make 4 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>   | <p>2,3,5</p>      |
| <p><i>Daily phonics intervention provided by teacher / TA</i></p>            | <p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>  | <p>2, 3, 5, 6</p> |
| <p><i>Ongoing focus on oral language to explore comprehension skills</i></p> | <p>Use of whole class and group reading fluency model to support and model the children's oral language when discussing and talking about texts to share and develop their comprehension skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=oral">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=oral</a></p> | <p>2, 3, 5, 6</p> |

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

Budgeted cost: £8245.00

| Activity                                      | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Pastoral support</i>                       | <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a>  | 1, 2                          |
| <i>University</i>                             | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">An Unequal Playing Field report</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> | 1, 4                          |
| <i>Sports Coach club</i>                      | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>  | 1, 4                          |
| <i>SELFA</i>                                  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>  | 1, 4                          |
| <i>Brads Before / After Club extended day</i> |  | 1,4                           |

**Total budgeted cost: £19995.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Disadvantaged pupils attend school regularly with attendance in line with the rest of the school.

Disadvantaged children are happy and very much feel part of the whole school family. They are fully included and enabled to engage in all activities and learning that other children do.

Statutory Assessments were carried out in the Summer Term of 2025. Results are published online. We are particularly proud of the achievements of all children in school, especially those who sat statutory assessments last Summer 2025.

The funding last year was used in part to support the ongoing development of staff training for staff in ongoing teaching resources, such as the Little Wandle Phonics SSP and White Rose Maths scheme, IXL, Infinity and Numeracy Bee. Each of these have been introduced and now established across the school which has embedded practise and learning. All staff have been trained and children are already very familiar with the resources used and are making strong progress.

A significant number of children are benefiting from the online subscription resources we have purchased using the PPG. By using the PPG to help provide teaching support in and out of class, we are able to ensure a good level of support for all children pitched at their ARE year groups.

PP outcomes have continued to evidence the additional support and intervention provision. Children are accessing learning in line with their peers.

Numbers of PP children continue to be so small across year groups that it is not appropriate to share data that could easily identify individuals. PP data is tracked and analysed as part of our school's assessment monitoring.

### 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>   |
|---------------------------|---|
| IXL subscription          | IXL Learning Company                                      |
| TT Rockstars subscription | Maths Circle Limited                                      |
| SELFA                     | Skipton based Charity                                     |
| Little Wandle SSP         | Little Wandle   |
| Compass Phoenix           | Craven based support for individual children and families |

|                              |         |
|------------------------------|---------|
| White Rose Maths             | WRM     |
| White Rose Maths Infinity    | WRM     |
| White Rose Maths Fluency Bee | WRM     |
| Spelling Shed                | Ed Shed |
| Play Therapy                 | ADYS    |

## Service pupil premium funding (optional)

*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***

- Additional adults working within classrooms to increase adult / pupil ratios
- Access to online subscriptions to reinforce and practise age related curriculum content for English and Mathematics
- Pastoral support provision in school to enable children to access, develop confidence and reassurance as necessary

### **The impact of that spending on service pupil premium eligible pupils**

- Children have received greater adult time and support within their class lessons, developing learning and skills across the curriculum.
- Pastoral needs of individual children have been supported within class work
- Access to curriculum age-appropriate tasks for Mathematics and English have been provided outside of school time