

Pupil Premium Bradwell Junior School 2025-26

This statement details our school's use of pupil premium funding for the **2025-2026 academic year** 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	42
Proportion (%) of pupil premium eligible pupils	19%
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)	2025/26 2026/27 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kathryn McGuinness
Pupil premium lead	Kathryn McGuinness
Governor / Trustee lead	Sharon Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16.665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£16.665

Part A: Pupil premium strategy plan

Statement of intent

We intend to ensure every child, irrespective of their background or the challenges they face, makes good progress and achieves across all aspects of learning.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including making good 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.

We recognise that not all children who receive free school meals will be socially disadvantaged and that not all children that are disadvantaged are eligible for free school meals. We allocate Pupil Premium funding to support any child the school has identified as being disadvantaged and should be making better progress. 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. The approaches we have adopted complement each other to help pupils excel and focus on high quality CPD for staff to improve the quality of teaching and learning for all pupils.

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
- start to build resilience throughout school at all opportunities such as mental wellbeing activities, sports, celebrations of achievement and participation.

Challenges

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

Challenge number	Detail of challenge
1.	Formative and Summative assessments of reading indicate some disadvantaged children are not reading at the expected level for their age, in terms of comprehension and fluency (limited by phonic decoding in some cases). Informal discussion indicate that many disadvantaged pupils are not reading for pleasure outside of school. Observations in school show they have reduced focus during independent reading activities.
2.	Social and Emotional needs of all children, especially the disadvantaged, are reduced and resilience as well as the ability to emotionally regulate when facing emotional or academic challenges are adversely affected.
3.	Stamina for writing , sentence construction, a lack of creativity and limited vocabulary are barriers to achievement in writing, especially for disadvantaged pupils. There are significant gaps in knowledge in writing, particularly in grammar and spelling, due to underlying SEND and retention of technical vocabulary.
4.	Disadvantaged children especially have limited experiences due to the cost-of-living crises and participation in enrichment activities are reduced.
5.	Retention of key vocabulary and concepts across the curriculum is limiting recall and adversely affecting progress.

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
Children are reading with expected fluency and comprehension	Children have improved fluency so they are achieving the expected WPM for their year group.
Children read for pleasure and talk confidently about what they have read	Discussions are positive about books they have read in school and independently Observations of comments in reading record cards Children completing reading records independently Movement through the reading reward scheme
Children improve spelling, punctuation and grammar scores between 98-105	Tracking data shows improvements over time.
Children can spell the majority of keywords for their phase	Assessment data from key word spelling tests

Children can apply their grammatical knowledge to independent written work and know how to improve	Regular assessment of writing, moderated internally and through electronic means. Writing conferences with children evidence increased knowledge of writing targets.
Children can recall key concepts and vocabulary when given a visual cue	Dual coding techniques support retention/book looks Lesson observations/discussion with children
Children can use emotional regulation strategies	Incidences of dysregulation decrease over time (logs) Children can identify how they are feeling and identify strategies they can use to manage them
Children use a broader vocabulary and range of sentence structures in their writing.	Book looks across the curriculum Improved writing attainment Evidence of more ambitious vocabulary being used in writing Verbal reasoning improves
All disadvantaged children can attend enrichment activities/trips should they want to (reduction of financial barrier)	Attendance at clubs Pupil voice

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: £3065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subscription to National College for CPD in relation to writing pedagogy</i>	Effective PD – Building Knowledge	1, 3, 5
<i>CPD relating to vocabulary development and tier 2 and 3 words – development of vocabulary pyramids</i>	Improving Literacy in KS2 - Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.	3
<i>Analysis of gaps in learning particularly in grammar and spelling to</i>	Improving Literacy in KS2 – Targeted teaching and support Effective PD – Building Knowledge	3

<i>ensure whole class targeted teaching. Including subscription to Air-ED and associated training</i>		
---	--	--

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

Budgeted cost: £5,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured Interventions into reading comprehension, phonics, writing, language development</i>	Oral language interventions – very high impact Reading comprehension strategies – very high impact Small group tuition – moderate impact	1, 3, 5
<i>Small group tuition</i>	Moderate impact for low cost	1, 2, 3, 5

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

Budgeted cost: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for and provision of Forest Schools</i>	Toolkit Strand Social and Emotional Learning	2
<i>Attendance at after school clubs, trips, music lessons</i>	Toolkit Strand Social and Emotional Learning	2, 4
<i>Provision of 1-1 Positive play support</i>	Toolkit Strand Social and Emotional Learning	2
<i>Mindfulness</i>	Toolkit Strand Metacognition and Self-regulation	2
<i>Targeted metacognition and self-regulation sessions</i>	Strong evidence to suggest children learning about how they learn has a high impact on their ability to self-regulate Toolkit Metacognition and Self-regulation	2, 5

<i>Provision of Early Help and Family Resource Worker package to support wellbeing of families and attendance in school</i>		2, 4
---	--	------

Total budgeted cost: £ 16665

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

37% of disadvantaged pupils were also on the register for SEND (3/4 of these were for related cognition and learning needs in particular related to their reading and writing).

55% of disadvantaged children achieved the expected standard or higher in reading, with 18% being at Greater Depth within the expected standard. Of the remaining pupils, all of the disadvantaged who are also SEND are included. The remaining pupils received scaled scores between 95 and 99. Of the disadvantaged children accessing Little Wandle phonic support 1/3 have not yet secured the Phase 5 phonemes – this is due to their specific SEND needs.

Access to a wider range of reading material has improved engagement and reading for pleasure for disadvantaged pupils and through pupil voice it is evident that they are beginning to read for pleasure at home.

54% of disadvantaged children achieved the expected standard in Spelling, Punctuation and Grammar (with 18% being at greater depth). Scaled scores for the remaining children were between 93 and 99.

Only 18% of disadvantaged pupils achieved the expected standard for writing. This shows that despite an improvement in spelling, punctuation and grammar in isolation, this is not yet being transferred into independent writing practices, which has informed decision making for the coming 2025-26 year with regards to CPD and subscription to services to promote more accurate assessment and target setting for pupils.

Attendance for the whole school for 24-25 was 92.8% but for the disadvantaged group attendance was 95.2% showing. The Persistent Absentee rate for the disadvantaged group was 9% (one child) who had struggled with ill health during the year. The remaining children had attendance rates of above 94%.

All children from the disadvantaged group were supported financially to attend trips and after school clubs during the year where a cost was incurred. This enabled them to expand their experiences and opportunities.

Pupils' social, emotional and mental health needs were supported through the provision of Forest School and positive play programmes providing opportunities for pupils to discuss problems, become more resilient and develop strategies for coping during times of difficulty as needs arose.

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