

# Pupil premium strategy statement – Bradford Academy Primary

This statement details our school's use of pupil premium funding for the 2025 to 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail                                                                                                          | Data                                 |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------|
| School name                                                                                                     | Bradford Academy (Primary)           |
| Number of pupils in school                                                                                      | 412                                  |
| Proportion (%) of pupil premium eligible pupils                                                                 | 47%                                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-24<br>2024-25<br><b>2025-26</b> |
| Date this statement was published                                                                               | November 2025                        |
| Date on which it will be reviewed                                                                               | November 2026                        |
| Statement authorised by                                                                                         | Governors board meeting              |
| Pupil premium lead                                                                                              | Jen Jakes                            |
| Governor / Trustee lead                                                                                         | Tim Thomas                           |

## Funding overview

| Detail                                                                                                                                                                      | Amount      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £219,407.00 |
| Recovery premium                                                                                                                                                            | £0          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £219,407.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

In line with our Christian vision “responsibility, respect resilience a shining light in our community”. 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                | Low starting points- the majority of children enter our EYFS with below national starting points. We work to ensure that all children in school receive support to achieve their best regardless of their starting points. |

|   |                                                                                                                                                                                                                                                  |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Multiple vulnerabilities- 70% children in school eligible for PPG have multiple vulnerabilities including SEN and poor attendance. The school works to meet these needs whilst maintaining high standards for all children.                      |
| 3 | Increasing numbers of children with SEND, particularly those with SEMH needs. This increases the complexity of need in school and stretches LSA and HLTA capacity.                                                                               |
| 4 | Recruitment and retention of quality staff in a complex environment. Although the school has average levels of staff turnover recruiting staff suitable for the role is complex. Recruiting and retaining high quality staff remains a priority. |
| 5 | Social deprivation – the school is in one of Bradford’s most deprived areas.                                                                                                                                                                     |

## 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                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| For the gap to national in writing to reduce for all learner groups.                                                                                                              | <ul style="list-style-type: none"> <li>-Accelerated progress in writing for all learner groups.</li> <li>- Percentage of children achieving AREX and greater depth at KS2 has increased.</li> <li>- Percentage children achieving writing ELG increased.</li> </ul>                                                              |
| To ensure all adults in school (with a focus on ECTs) receive tailored CPD so that children receive outstanding learning opportunities and make accelerated progress as a result. | <ul style="list-style-type: none"> <li>-All teaching in school is good or better (ECTs within their framework).</li> <li>-Because all adults are well trained in the approaches we take to teaching, they are able to reflect this practice when working with children who make accelerated progress as a result.</li> </ul>     |
| To ensure the children who need it most receive interventions and tuition which are of the highest possible quality.                                                              | <ul style="list-style-type: none"> <li>-More children are working at age related expectations, they are secure in their learning and accelerated progress is made.</li> <li>- Children do not miss excessive time from class to take part in intervention. Interventions and tuition are time limited and purposeful.</li> </ul> |
| Recruit and retain skilled teaching personnel so that all children receive a high-quality offer.                                                                                  | <ul style="list-style-type: none"> <li>-Good practice is evident and shared across school.</li> <li>-Skilled teachers act as lead practitioners</li> <li>-Impact is seen across all of the teaching community.</li> <li>-Standards are raised across school.</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: £ 89,407

| Activity                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                | Challenge number(s) addressed |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Teach writing composition strategies through modelling and supported practice | <a href="#">EEF-KS2-lit-2nd-Recommendations-poster.pdf</a><br>( <a href="#">d2tic4wvo1iusb.cloudfront.net</a> )<br><br><a href="#">Early literacy approaches   EEF</a><br>( <a href="#">educationendowmentfoundation.org.uk</a> )                                   | 1                             |
| Develop a programme of oracy across school in line with Voice 21 model        | <a href="#">We need to talk, 2024 – Oracy Commission</a>                                                                                                                                                                                                            | 1,2,5                         |
| Adopt the Walkthrus model to ensure evidence based CPD                        | <a href="#">Research into Practice - Evidence-informed CPD in Rochdale   EEF</a><br>( <a href="#">educationendowmentfoundation.org.uk</a> )<br><br><a href="#">EEF-Effective-PD-Recommendations-Poster.pdf</a><br>( <a href="#">d2tic4wvo1iusb.cloudfront.net</a> ) | 1,4                           |
| Recruit and retain skilled teaching personnel                                 | <a href="#">Teacher-quality-recruitment-and-retention-lit-review-Final.pdf</a><br>( <a href="#">d2tic4wvo1iusb.cloudfront.net</a> )                                                                                                                                 | 1,2,3,4                       |

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

Budgeted cost: £ 80,000

| Activity                       | Evidence that supports this approach                                                                                                                                                             | Challenge number(s) addressed |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 1:1 tutoring for UKS2 children | On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as | 1,2,3                         |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                                                    | having low prior attainment or are struggling in particular areas. (EEF)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |
| Targeted interventions-                            | Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. (EEF)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1,2,3 |
| <i>Structured phonics interventions and groups</i> | <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a><br><a href="https://www.educationendowmentfoundation.org.uk/read-write-inc-phonics-and-fresh-start">Read Write Inc. Phonics and Fresh Start   EEF (educationendowmentfoundation.org.uk)</a><br>Evidence on the EEF from studies of intensive support for pupils in phonics suggest an impact of +5 months for one to one support. Studies have shown those in receipt of FSM receive similar or slightly greater benefit from phonics interventions than their non FSM peers. Phonics delivered as a targeted intervention is suggested to be the most successful structure. We use Read Write Inc phonics one to one interventions which specific children at risk of falling behind receive 3 times weekly. | 1,2,3 |
| Reciprocal reading                                 | <a href="https://www.educationendowmentfoundation.org.uk/reciprocal-reading">Reciprocal Reading   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1,2,3 |
| Speech and Language support                        | <a href="https://www.educationendowmentfoundation.org.uk/communication-and-language">EEF   Communication and Language (educationendowmentfoundation.org.uk)</a><br><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612411/best-start-in-speech-language-and-communication-supporting-evidence.pdf">Best Start in Speech, Language and Communication: Supporting evidence (publishing.service.gov.uk)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1,2,3 |

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

Budgeted cost: £ 50,000

| Activity                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Counselling service</i>                                            | The mental health and wellbeing of children and young people is everyone's business. The benefits to the individual and to society in preventing problems from arising, and intervening early where they do, are significant. For schools this can result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient pupils<br><br><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612411/best-start-in-speech-language-and-communication-supporting-evidence.pdf">Advice template (publishing.service.gov.uk)</a> | 2/5                           |
| <i>Attendance strategy-officers employed to support and challenge</i> | Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2/5                           |

|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <i>families where attendance is an issue and rebuild attendance following the pandemic</i>                                                    | insufficiently stated – pupils need to attend school regularly to benefit from their education<br><a href="https://publishing.service.gov.uk/government/publications/working-together-to-improve-school-attendance">Working together to improve school attendance (publishing.service.gov.uk)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |
| <i>Attendance challenge targeted at lowest attending group</i>                                                                                | <a href="https://publishing.service.gov.uk/government/publications/working-together-to-improve-school-attendance">Working together to improve school attendance (publishing.service.gov.uk)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2,5 |
| <i>Healthy eating strategy- Giving healthy food to children across the day including toast for all pupils and fruit and vegetables offer.</i> | Healthy students are better learners. Research shows that <a href="#">eating habits pdf icon</a> [PDF – 480 KB] and <a href="#">healthy behaviors</a> are connected to academic achievement.<br><a href="https://www.cdc.gov/eat/index.html">Eating Healthier at School (cdc.gov)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2/5 |
| <i>Nurture team- 1 full time member of staff focussing on physical and mental wellbeing and mental health.</i>                                | <a href="https://publishing.service.gov.uk/government/publications/future-in-mind-promoting-protecting-and-improving-our-children-and-young-peoples-mental-health-and-wellbeing">Future in mind - Promoting, protecting and improving our children and young people's mental health and wellbeing (publishing.service.gov.uk)</a>                                                                                                                                                                                                                                                                                                                                                                                                                      | 2/5 |
| <i>Trips and wider experiences that support and develop cultural capital and wider knowledge and understanding of the world</i>               | As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's understanding of this knowledge and cultural capital matches the understanding set out in the aims of the national curriculum. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement. Schools inspection handbook<br><br>In order to develop understanding of the curriculum we believe trips and visits are vital – giving children memorable, long term experiences. | 2/5 |
| <i>Uniform support</i>                                                                                                                        | <a href="https://www.educationendowmentfoundation.org.uk/school-uniform">School uniform   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2/5 |
| <i>Parental engagement</i>                                                                                                                    | <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2/5 |

**Total budgeted cost: £ 219,407.00**

## 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 2024 to 2025 academic year.

- For the gap to national in writing to reduce for all learner groups.

The gap in writing for Key Stage 2 learners who are entitled to pupil premium has increased by 9.7% from 20% to 29.7% compared to 2024. The gap nationally for pupil premium compared to non-pupil premium nationally is 18.2%. This cohort had a higher number of pupils who were entitled to pupil premium (62%) compared to previous years and this was significantly above national (32%). 75% of the SEN cohort were also eligible for pupil premium.

- To ensure all adults in school (with a focus on ECTs) receive tailored CPD so that children receive outstanding learning opportunities and make accelerated progress as a result.

Vice Principals have developed an on-the-spot coaching model to ensure teaching is of the highest standard. This has led to a focus on adaptive teaching and a lesson study model. OFSTED recognised the ability of teachers to adjust the curriculum to meet pupils' individual needs.

- To ensure the children who need it most receive interventions and tuition which are of the highest possible quality.

Pupil progress meetings and pupil passports are used to identify learners who would benefit from intervention. Leaders are confident in using all data available to them to identify trends and act as needed. Teachers are supported to implement intervention timetables with their Key Stage Leader. Intervention logs are completed alongside monitoring of interventions. Up to date research in the use of additional support has been utilised and practice reflects this. Learners talk positively about the support they receive and gaps in learning are reduced.

- Recruit and retain skilled teaching personnel so that all children receive a high-quality offer

Staff turnover has reduced year on year. Both ECT's who were in their second year of induction passed successfully and are skilled practitioners and have remained at Bradford Academy. We have appointed an experienced teacher to support with skills development and our high-quality offer.

## Externally provided programmes

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure                                                                        | Details |
|--------------------------------------------------------------------------------|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |