

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2022 to 2023 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	Albert Bradbeer Primary Academy
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Chris Nock
Pupil Premium Lead	Chris Nock
GLAC / Trustee Lead	Nathan Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£387,760
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£387,760

Part A: Pupil premium strategy plan

Statement of intent

At Albert Bradbeer Primary Academy, our intent is to provide the opportunity, both academically and socially, for disadvantaged children to flourish and have equality and equity with their non-disadvantaged peers. Through our strategy and action plans, we will ensure all pupils, including the most disadvantaged, receive both challenge and support designed to best meet their needs irrespective of their background, including those who are already high achievers.

We will utilise robust diagnostic assessment strategies to accurately identify and address the challenges faced by our vulnerable pupils. We prioritise the development of high-quality teaching and consistently embed effective strategies across the school, in all subjects. Our goal is to strengthen provision and maintain high quality teaching to enable sustained improvement and progress for disadvantaged pupils and all others, overtime.

Our pupil premium plan will ensure that disadvantaged children are offered the extra academic, social and emotional support to overcome the socio-economic barrier that being from a disadvantaged family may face. This will be achieved through:

- The most effective evidenced based research and recommendations to inform our strategy plan and guide our operational decisions to maximise impact on improving outcomes for disadvantaged pupils.
- The professional development of our staff to improve quality first teaching for all children.
- Supporting ECT and experienced teachers in understanding and comprehending the barriers that disadvantaged children face, both inside and outside the classroom.
- Improve the attendance and opportunities of disadvantaged children through supporting disadvantaged families. We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extra-curricular experiences and to support their individual talents & skills in order to broaden their aspirations and develop confidence and a positive attitude to learning whilst improving their Cultural Capital.
- Improve staff understanding of behavioural difficulties associated with being disadvantaged.
- Ensure ALL pupils are confident, fluent readers who have secure comprehension to enable them to access the broader curriculum and deepen their knowledge and understanding.

- To provide effective social and emotional support to disadvantaged pupils so they are safe, have an aspirational attitude towards learning and attend every day.

Challenges

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

Challenge number	Detail of challenge
1	EYFS: Low attainment on entry to EYFS across all areas means that accelerated progress needs to be made across Nursery and Reception to ensure that pupils achieve a GLD and are ready to access the KS1 curriculum. (2023 GLD: 60%, 2024 GLD: 52%)
2	EARLY LANGUAGE: The early language acquisition of disadvantaged children is below that of non-disadvantaged peers, leading to difficulties in communication through speaking and listening. The current Reception baseline demonstrates underdeveloped language acquisition which impedes disadvantaged children's access to the curriculum.
3	SAFEGUARDING: Many disadvantaged pupils and families present with significant safeguarding issues, including parent mental health, domestic abuse, family members in prison, etc. These issues can lead to complex and significant social and emotional difficulties for pupils and the requirement for additional pastoral support.
4	ATTENDANCE: The attendance of disadvantaged pupils is lower than that of other pupils and below the school expectation of 96%. Persistent absence of disadvantaged pupils is also too high. Absenteeism is negatively impacting the progress, attainment, personal development and wellbeing of disadvantaged pupils.
5	SEND: 38% of disadvantaged pupils are also identified as having SEND needs and 10 disadvantaged pupils have EHCPs. These pupils require significant additional support in order to access learning and make good progress.
6	SEMH: Some children may have emotional, social and behavioural barriers to learning and participation in school life. Children's emotional health may be impacted by social and economic issues within families. Many of our pupils have experienced poor behaviour; lack of parenting skills; lack of physical opportunities; poor attendance; poor hygiene; lack of sleep; poor diet; social/emotional/ mental health issues; children acting as carers; temporary accommodation, and a lack of stability in home life.
7	PARENTAL ENGAGEMENT: The engagement of disadvantaged pupils' parents in their child's education and with school staff needs to be promoted and disadvantaged parents require support in order to then support their own children with learning outside of school.

8	ATTAINMENT: Gaps between attainment and progress of disadvantaged / other pupils exist across a range of year groups and subjects. E.g. KS2 outcomes for 2024: Reading gap -17.3%.
9	CULTURAL CAPITAL: Disadvantaged pupils often do not have the same opportunities as other pupils outside of school in terms of wider experiences, visits, holidays, etc. This gap needs to be closed to give disadvantaged pupils as many of the same life experiences as possible.

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
EYFS: To raise attainment of GLD at the end of Reception so that pupils are better prepared for their next step into Key Stage 1.	GLD in 2025 will increase from 52% in 2024 to at least 65% in 2025. The gap in GLD between disadvantaged and other pupils will reduce from -9.3% in 2024 to less than 6% in 2025.
EARLY LANGUAGE: To ensure that all disadvantaged pupils, unless they have a particular SEND need, leave Reception achieving Stage 9 of Wellcomm.	80% of disadvantaged pupils achieve Communication Early Learning goal by the end of Reception. 80% of children achieve Speech and Language Intervention Targets.
SAFEGUARDING: To ensure that the school goes above and beyond in addressing safeguarding concerns in school so that issues are robustly tackled but also prevented by well implemented support for whole families at a Universal level.	Parents will engage well in initiatives led by school such as Poverty Proofing, the Birmingham Dream Team Project, etc. Individual family and whole school support (e.g. parent workshops) regularly implemented and well attended.
ATTENDANCE: To increase attendance / decreased persistent absence of disadvantaged pupils. To increase punctuality of disadvantaged pupils.	Attendance figures for disadvantaged pupils will be increase. Persistent absence will decrease. The number of pupils who are regularly late for school will diminish. All improvements will be sustainable in that measures implemented are well embedded and understood by all.
SEND: To increase capacity in school to meet the needs of the 38% of disadvantaged pupils	A SEND team will work together effectively to improve inclusion and adaptation for SEND pupils so that they are able to access

who have SEND and the 33% of the school cohort overall with SEND.	a broad and balanced curriculum across all year groups and subjects.
PARENTAL ENGAGEMENT: Communication with parents will improve and parents will have an increased and wider range of opportunities to come into school to be involved in their child's learning and cultural capital experiences.	Parental engagement in their children's education will increase. More workshops and experiences will be available for parents and attendance at these will increase.
ATTAINMENT: To increase attainment and progress of disadvantaged pupils across all key stages and subjects.	Attainment of disadvantaged pupils in Reading, Writing and Maths will increase across all year groups. Pupils who have "fallen behind" will be effectively supported so that they make accelerated progress in order to "catch up". Pupils will have regular opportunities to rehearse, practice and consolidate key learning from across the curriculum. Class teachers and support staff will support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. Additional interventions based on gaps in learning will take place and will be clearly measured.
CULTURAL CAPITAL: To ensure that disadvantaged pupils are able to participate in a wide range of extra-curricular activities and learning activities that take place outside of the classroom, e.g. trips, Forest School.	Disadvantaged pupils will participate in a wide range of extra-curricular activities, trips and wider learning experiences, including Forest School.

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: £172,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>DHTs / ECT Mentor to provide additional teaching and learning support for ECTs (4) and ECT +1 teachers (5) to ensure that assessment information is accurately gathered and used to support future planning.</p>	<p>Done well, effective feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>5, 8 and 9</p>
<p>High Quality CPD. for all teachers to ensure teaching is good or better in every classroom.</p>	<p>The EEF states that: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</p> <p>Learning styles EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5 and 8</p>
<p>Non-class-based Leaders (additional teachers) in EYFS and Key Stage 1</p>	<p>Pupils in EYFS (and those in Year 1/2 who leave EYFS without achieving a GLD) rely heavily on high quality interactions with adults to develop their communication and language skills.</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 8</p>
<p>Subscriptions and resources to support teaching, such as Accelerated Reader, Times Tables Rockstars, Literacy Shed, Talk Through Stories, increased high quality reading books for pupils to read for pleasure, practical Maths equipment, etc.</p>	<p>The EEF states that: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5 and 8</p>
<p>RWI Phonics Training for all key staff. This is for all staff who teach phonics so that they have had first hand training</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Training (2 full weeks) for 2 x teaching staff to</p>	<p>The Council for Outside Learning states; Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands on</p>	<p>1, 4 and 5</p>

provide Forest School activities	learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning. https://www.lotc.org.uk	
Approaches to improving language: Wellcomm CPD for all EYFS staff – Most impact will be in QFT, close the gap early in EYFS Additional teacher for 2 days per week to organise and deliver Wellcomm effectively	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2

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

Budgeted cost: £102,468.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in Y5/6 2 days per week to provide small group booster sessions for disadvantaged pupils to close the gap in Reading.	The EEF states that: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Speech and Language Therapist to work with identified pupils across the academy (0.5 days per week), with a high focus on support and training for EYFS staff in particular.	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 and 2

Employment of Behaviour Support services, to include 1-1 work with pupils and parents and whole staff training sessions.	Both targeted interventions and universal approaches can have positive overall effects on behaviour. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6 and 9
Teaching Assistants to carry out structured interventions to address specific gaps in knowledge and understanding and to support pupils who have fallen behind.	TAs should add value to what teachers do by supporting pupils in developing independent learning skills and by providing evidence based, well-structured interventions for small groups of pupils. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	5 and 8
1-1 / small group phonics interventions for targeted disadvantaged pupils, including some outside of the school day.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £113,291.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of full time Pastoral Manager	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g.,	3, 4, 6, and 7

	improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Engagement in attendance improvement programme through Birmingham Education Partnership	Non-attendance in school is a significant barrier to success in school, both academic and social. Attendance interventions rapid evidence assessment EEF	4
1-1 specialist counselling for individual disadvantaged pupils with significant SEMH needs	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)	3 and 6
Links to Mental Health Support Team for Emotional Coaching for children with SEMH difficulties	EEF research shows emotional coaching and regulation has a significantly positive impact. +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Use of Forest School to support pupils mental health	The Council for Outside Learning states; Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning https://www.lotc.org.uk/	5
Additional extra-curricular clubs, trips and learning experiences for children to enhance their Cultural Capital.	A study supported by Newcastle University and funded by the Nuffield Foundation highlights the importance of after school clubs for increasing disadvantaged children's access to activities and explores what it is about how these clubs are structured and delivered that helps to engage less affluent families. https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf	3 and 5

Total budgeted cost: £327,470

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 2023 to 2024 academic year.

2023-24

Pupil Premium Primary: 280

Pupil Premium LAC: 6

Pupil Premium Total: 286

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Pupil Premium	35 / 65%	38 / 67%	33 / 59%	41 / 71%	42 / 69%	41 / 68%	47 / 78%
LAC	1	2	2	1	0	0	0

Quality of Education:

Phonics:

- Additional adults to support delivery of RWI phonics across KS1, at the appropriate levels of challenge and to address SEMH issues which can be a barrier to these lessons.
- Additional TA phonics interventions on 1-1 and group basis before school and in the afternoons, largely focussed on disadvantaged pupils.
- Impact:

Year 1 (57 Pupils, Disadvantaged = 38 / 67%)

Autumn Mock		Spring Mock			Summer Mock			PSC Result June 2024			
	All	PP		All	PP		All	PP		All	PP
Passed 32+	16%	11%	Passed 32+	41%	42%	Passed 32+	62%	58%	Passed 32+	68%	61%
On track 20+	48%	44%	On track 25+	56%	53%	On track 25+	70%	61%	25+	68%	63%

19+	52%	46%	19+	66%	61%	19+	70%	61%	19+	72%	68%
13+	60%	55%	13+	76%	71%	13+	78%	74%	13+	79%	70%
10+	64%	58%	10+	76%	71%	10+	78%	74%	10+	81%	70%
0	18%	21%	0	9%	13%	0	9%	13%	0	9%	11%

- The gap between disadvantaged and other pupils has closed since 2023.
 - 2023 -30% gap vs 2024 -18% gap.
- The gap between disadvantaged and all pupils has closed since 2023.
 - 2023: -12% gap vs 2024 -7% gap.

Year 2 (22 Pupils, Disadvantaged = 17 / 77%)											
Autumn Mock			Spring Mock			Summer Mock			PSC Result June 2024		
	All	PP		All	PP		All	PP		All	PP
Passed 32+	0%	0%	Passed 32+	9%	12%	Passed 32+	36%	41%	Passed 32+	55%	59%
On track 20+	27%	35%	On track 25+	18%	24%	On track 25+	50%	53%	25+	59%	71%
19+	41%	35%	19+	41%	41%	19+	64%	71%	19+	64%	76%
13+	45%	53%	13+	59%	65%	13+	73%	76%	13+	73%	76%
10+	55%	59%	10+	68%	76%	10+	73%	76%	10+	77%	82%
0	18%	18%	0	9%	6%	0	9%	6%	0	5%	0%

- Overall, 83 % of all pupils / 76% of disadvantaged pupils in Y2 passed the PSC by the end of KS1.
- Individual Sounds Tracking: 27/31 (87%) children across Y1 and Y2 who did not know the first 35 (set 1) sounds at the start of September 2023, now know them all.

Reading:

- Implementation of Talk Through Stories (Summer 2) – impact data to be analysed in 2024-25.
- Relaunch of Accelerated Reader to promote enjoyment and frequency of reading for pleasure.
- Focus on daily 1-1 Reading with disadvantaged pupils who do not read at home and opportunities for these children to complete AR quizzes in school time.
- Impact:

Fluency Data: Average Words Read Per Minute

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	No of children below 90wpm	
						Autumn 1- Summer 1	
Y2	96.2	103.9	115.1	82.7	89.1	45	36
Y3	72.8	86.2	94.3	111.4	122.7	28	16
Y4		107.0	110.2	116.1	120.8	19	15
Y5	92.7	105.4	124.2	117.4	123.2	24	10
Y6	126.6	142.1	160.6	165.1	180.2	9	3

Accelerated Reader Data				
	Word Count Feb	Quizzes Taken	Word Count May	Quizzes Taken
Y2	21,175	21	87,259	82
Y3	188,451	98	1,431,582	372
Y4	1,518,550	216	10,372,410	685
Y5	4,612,470	1,314	14,056,345	1,814
Y6	7,543,650	376	26,940,482	823

Maths:

- Additional 1-1 Maths sessions in Y5 and Y6 to prepare children for KS2 SATs.
Impact:
 - KS2 SATs Maths data projected to increase from 62% in 2023 to 70%+ in 2024.
 - Individual data for Y6 target children (disadvantaged):

	Mock SATs (Feb)	Mock SATs (April)	Arithmetic (Sept)	Arithmetic (Feb)	Arithmetic (May)
Child A	43 (96)	43 (97)	12	18	21
Child B	37 (95)	47 (98)	6	21	31
Child C	29 (93)	35 (94)	9	11	20

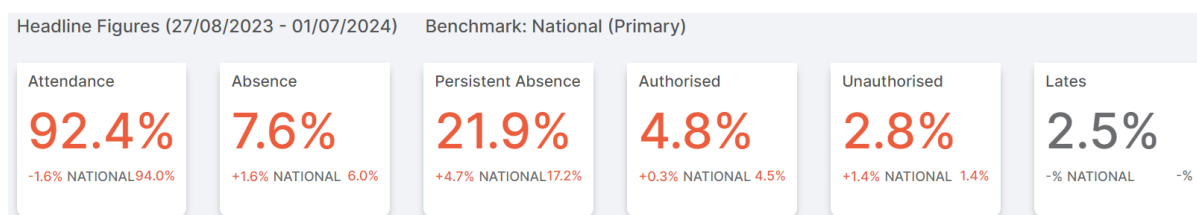
Child D	29 (93)	61 (101)	5	25	39
Child E	45 (97)	60 (101)	10	22	33
Child F	41 (96)	41 (96)	9	10	24
Child G	34 (94)	52 (99)	18	20	37
Child H	40 (96)	59 (100)	14	21	30
Child I	37 (95)	61 (101)	11	23	37
Child J	36 (95)	36 (95)	23	24	34
Average	37.6 (95)	49.5 (98)	11.7	19.5	30.6

- 29% of disadvantaged pupils are also SEND. 79% of SEND pupils are disadvantaged.
 - Additional Pupil School Support and Communication and Autism Team hours to address the needs of the high percentage of disadvantaged pupils with SEND across the school.
 - Speech and Language provision
 - Support package from Birmingham Education Partnership to evaluate and continue to develop the quality of SEND provision across the school and to provide bespoke CPD (around management of very high caseload) for the SENDCO.
- Impact:

	Number of EHCPs	Number of SSPPs
2022-23	6 (2 pupils have now left)	4 (1 pupil has now left)
2023-24	7 (+2 pending)	8 (+4 pending)

Behaviour and Attitudes:

- Attendance – full time Pastoral Manager employed to oversee monitoring of attendance, persistent absence and punctuality and initiatives aimed at reducing absence, persistent absence and lateness.
- Impact:



- Attendance overall is in line with 2022-23 (-0.1%).
- Attendance of disadvantaged pupils is in line with 2022-23 (-0.1%).
- Persistent absence has improved by 2.8% compared to 2022-23 (24.7%).
- Key focus on KS1 pupils from 2022-23:

2022-23		2023-24	
Year 1	91.8%		-
Year 2	91.0%	Year 2	92.3%
	-	Year 3	92.8%

- Behaviour Support from COBS to address SEMH issues of disadvantaged children presenting with high level behaviours.
- Implementation of new Relationships and Behaviour Policy
- Impact: Reduction in PEX and fixed term suspensions.

2022-23	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Total
Suspension	4	6	4	0	8	9	31
PEX			1			2	3
2023-24	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
Suspension	7	3	4	5	1	0	20
PEX	2	0	0	0	0	0	2

Personal Development:

- Elective music lessons for children in Y5 and Y6 in addition to music curriculum.
- Impact: 5 pupils in Y6 and 8 pupils in Y5 have participated throughout the year. 92% of these pupils are pupil premium.
- Subsidy of trips and visitors for disadvantaged pupils.
- Impact: Examples of trips and visitors have included

Rec	Y1	Y2	Y3	Y4	Y5	Y6
Attwell Farm Dogs Trust	Twycross Zoo Theatre – Pantomime Dogs Trust	Warwick Castle Theatre – Pantomime Dogs Trust	Theatre – Pantomime Dogs Trust Allstars Programme (selected	Planetarium Theatre – Pantomime Dogs Trust	Planetarium Theatre – Pantomime Dogs Trust	Residential – Outward Bounds Drayton Manor

			disadvantaged pupils)	Allstars Programme (selected disadvantaged pupils)	Secondary School Workshops Allstars Programme (selected disadvantaged pupils)	Theatre – Pantomime Dogs Trust
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- Lunchtime Club for disadvantaged pupils who find it difficult to regulate on the playground at this time.
Impact: Reduction in fixed term and permanent suspensions linked to behaviour at lunchtimes – see above.

EYFS:

- 2023 GLD: 58.5% (55.2% for disadvantaged pupils). In this cohort 13% of pupils had SEND and 55% were disadvantaged.
- Additional adults in Reception to address gaps:
 - Communication and language, including delivery of Wellcomm. (No significant gap between pupil premium and other pupils (-4.6 for C&L in 2023), but this is -15.5 for all pupils compared to National.)
 - Physical development (pupil premium -12.2% compared to other pupils in 2023).

Impact:

- 2024 GLD: 52% (40% for disadvantaged pupils). In this cohort 33% have SEND and 65% are disadvantaged. 26% of pupils (14% of disadvantaged pupils) were on track for GLD in Autumn Term.
- Wellcomm: 41% of pupils made 1 step progress, 26% of pupils made at least 2 steps progress.
- Curriculum development support through Birmingham Education Partnership to evaluate and further develop the Albert Bradbeer curriculum to meet the changing needs of our disadvantaged community. E.g. Increased focus on communication and language and physical development throughout the school day.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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N/A	N/A
N/A	N/A

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.