

Pupil premium strategy statement – Albert Bradbeer Primary Academy

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil 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	389
Proportion (%) of pupil premium eligible pupils	65%
1	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Robinson
Pupil premium lead	Sian Carey
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£401,475
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£401,475

Part A: Pupil premium strategy plan

Statement of intent

At Albert Bradbeer Primary Academy, we are deeply committed to ensuring that every child—regardless of background—can thrive both academically and socially. Our mission is to close the gap between disadvantaged pupils and their peers by fostering an inclusive environment where equity and excellence go hand in hand.

We believe that all children deserve access to high-quality education and meaningful support. Our strategic approach is designed to challenge and nurture every learner, including those who are already achieving highly, while addressing the unique barriers faced by our most vulnerable pupils.

To deliver on this commitment, we pinpoint and respond to the specific needs of disadvantaged children. Our focus on consistently high-quality teaching across all subjects is central to our vision for long-term progress and sustained achievement.

Our pupil premium strategy is built around targeted support that addresses the academic, emotional, and social challenges linked to socio-economic disadvantage. This will be achieved through:

- **Evidence-Informed Practice:** We draw on the most effective research and recommendations to shape our strategy and guide decision-making, ensuring maximum impact on pupil outcomes.
- **Staff Development:** We invest in professional learning to enhance quality-first teaching for all pupils,
- **Attendance and Opportunity:** We work closely with families to improve attendance and open enriching curricular and extracurricular experiences that build confidence, broaden horizons, and strengthen cultural capital.
- **Behaviour:** We help staff better understand the behavioural complexities that can arise from disadvantage, fostering more empathetic and effective responses.
- **Reading:** We are determined that every pupil becomes a fluent, confident reader with strong comprehension skills, unlocking access to the wider curriculum and deeper learning.
- **Emotional Wellbeing:** We provide robust social and emotional support to ensure disadvantaged pupils feel safe, valued, and motivated to attend school daily with a positive mindset toward learning.

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 in Reception to ensure that pupils achieve GLD and are ready to access the KS1 curriculum.
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 with impedes disadvantaged children's access to the curriculum.
3	SAFEGUARDING: Many disadvantaged pupils and families present with significant safeguarding issues, including parental mental health, domestic abuse, family members in prison, etc. These issues can lead to complex 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 94%. Persistent absence of disadvantaged pupils is also too high. Absenteeism is negatively impacting the progress, attainment, personal development and wellbeing of disadvantaged pupils. Increasing attendance across the school will embed our value of belonging and continue to develop the children's identity.
5	SEND: 42% of disadvantaged pupils are also identified as having SEND and 8 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 with families. Many of our pupils have experience 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 to support their own children with learning outside of school.
8	ATTAINMENT: To address gaps between attainment and progress of disadvantaged/ other pupils exist for GLD (-17%) and maintain the progress in 2024/2025 for disadvantaged pupils in KS2 data.
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 and to give them to opportunity to become whatever they desire.

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
<p>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.</p>	<p>GLD will increase from 52% in 2025 to 55% in 2026 for all pupils and 47% to 52% for disadvantaged pupils.</p> <p>The gap in GLD between disadvantaged and other pupils will reduce from 5% in 2024 to less than 3% in 2025.</p>
<p>Early Language: To ensure that all disadvantaged pupils, unless they have a particular SEND need, leave Reception achieving Stage 9 of Wellcomm.</p>	<p>80% of disadvantaged pupils achieve Communication Early Learning goal by the end of reception.</p> <p>80% of children will achieve Speech and Language intervention targets.</p>
<p>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 while families at Universal level.</p>	<p>Parents will engage in initiatives led by school such as Poverty Proofing, the Birmingham Dream Team Project, etc.</p> <p>Individual family and whole school support (e.g. parent workshops) regularly implemented and well attended.</p>
<p>Attendance: To increase attendance/ decreased persistent absence of disadvantaged pupils and to increase the punctuality of disadvantaged pupils.</p>	<p>Attendance figures for disadvantaged pupils will be increased.</p> <p>Persistent absence will decrease.</p> <p>The number of pupils who are regularly late for school will diminish.</p> <p>All improvements will be sustainable in that measures implemented are well embedded and understood by all.</p>
<p>SEND: To increase capacity in school to meet the needs of 38% of disadvantaged pupils who have SEND and the 33% of the school cohort overall with SEND.</p>	<p>A SEND team will work together effectively to improve inclusion and adaption for SEND pupils so that they are able to access a broad and balanced curriculum across all year groups and subjects.</p>
<p>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.</p>	<p>Parental engagement in their children's education will increase.</p> <p>More workshops and experiences will be available for parents and attendance at these will increase.</p>

<p>ATTAINMENT: To increase attainment and progress of disadvantaged pupils across all key stages and subjects.</p>	<p>Attainment of disadvantaged pupils in Reading, Writing and Maths will increase across all year groups.</p> <p>Pupils who have “fallen behind” will be effectively supported so that they make accelerated progress in order to ‘catch up’.</p> <p>Pupils will have regular opportunities to rehearse, practice and consolidate key learning from across the curriculum.</p> <p>Class teachers and support staff will support learning effectively using AFL strategies to identify and address learning gaps and misconceptions.</p> <p>Additional interventions based on gaps in learning will take place and will be clearly measured.</p>
<p>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.</p>	<p>Disadvantaged pupils will participate in a wide range of extra-curricular activities, trips and wider learning experiences, including Forest School.</p>

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: £18,969.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>DHT/ECT Mentor to provide additional teaching and learning support for ECTs (1) and ECTs +1 (4) to ensure that assessment information is accurately gathered and used to support future planning.</i>	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. Recruiting, Retaining and Supporting Teachers - EEF	5, 8 and 9
<i>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.</i>	The EEF states that: Good teaching is the most important level schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all student and has a particularly positive effect on children eligible for the Pupil Premium. Using Pupil Premium - EEF	1, 2, 5 and 8
<i>Approaches to improving language, WellComm implementation to close the gap in early years teaching</i>	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral Language Intervention - EEF	2

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

Budgeted cost: £27,9898.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher in Y5/6 2 days per week to provide small booster group sessions for disadvantaged pupils to close the gap in reading.</i>	The EEF states that: Evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted 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. Teaching Assistant Interventions - EEF	1
<i>Speech and Language Therapist to work with identified pupils across the academy (0.7 days per week), with a high focus on support and training for EYFS staff.</i>	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	1 and 2
<i>Employment of Behaviour Support services, to work with pupils, parents and whole staff training sessions.</i>	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. Behaviour Interventions - EEF	6 and 9
<i>Teaching Assistants to carry out structured interventions to address specific gaps in knowledge in understanding and to support pupils who have fallen behind.</i>	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. Making Best Use of Teaching Assistants - EEF	5 and 8
<i>1-1/small group phonics interventions for targeted disadvantaged pupils, including some outside of the school day.</i>	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 of disadvantaged backgrounds. Phonics - EEF	1

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

Budgeted cost: £77,261

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of full time Pastoral Manager</i>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Working with Parents to Enhance Children's Learning - EEF</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Social and Emotional Learning - EEF</p>	3, 4, 6 and 7
<i>Engagement in attendance improvement programme through Birmingham Education Partnership</i>	<p>Non-attendance in school is a significant barrier to success in school, both academic and social.</p> <p>Attendance Interventions Rapid Evidence Assessment - EEF</p>	4
<i>1-1 specialist counselling for individual disadvantaged pupils with significant SEMH needs</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Social and Emotional Learning - EEF</p>	3 and 6
<i>Links to Mental Health Support Team for Emotional Coaching for children with SEMH difficulties.</i>	<p>EEF research show emotional coaching and regulation has significantly positive impact (+7 months).</p> <p>Social and Emotional Learning - EEF</p>	5
<i>Contingency fund for</i>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding</p>	All

<i>acute issues.</i>	aside to respond quickly to needs that have not yet been identified.	
<i>Use of Forest School to support pupils' mental health.</i>	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. LOTC	5
<i>Additional extra-curricular clubs, trips and learning experiences for children to enhance their cultural capital.</i>	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 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: £ 394998.69

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 – 2025

Pupil Premium Primary:

Pupil Premium LAC:

Pupil Premium Total:

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Pupil Premium	31 (67%)	34 (64%)	42 (70%)	45 (73%)	39 (68%)	43 (70%)	42 (70%)
LAC	0	0	1	2	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 sessions on a 1-1 and group basis, largely focussed on disadvantaged pupils.

Outcome:

- As a result of the added interventions, 78% of children in Year 1 passed the phonics screening test, with 80% of disadvantaged children also passing.
- The additional intervention showed an increase from 60% of disadvantaged children being on track to pass in the Spring, to 80% by the summer.

Reading:

- Relaunch of Accelerated reader to promote increase and enjoyment 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 access AR quizzes in school time.

Fluency Data - Average WPM

Year Group	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	No of Children below 90 WPM	
							Autumn 1 - Summer 1	
Y2					86	95	11	4
Y3	97	113	122	134	140	161	26	10
Y4	93	105	109	112	115	117	25	11
Y5	120	136	145	148	151	152	14	5
Y6	112	129	136	146	153	162	15	3

Maths:

- Additional Maths interventions in Y5-6 to prepare children for KS2 SATs.

Individual data for Y6 target children (disadvantaged):

	Mock SATs November	Mock SATs April	Arithmetic September	Arithmetic February	Arithmetic May
Child A	93	98	12	24	31
Child B	94	98	22	26	37
Child C	91	96	14	23	33
Child D	92	93	16	21	33
Child E	94	99	18	22	31
Child F	89	97	15	24	39
Child G	85	91	4	24	37
Average	91	96	14.4	23.4	34.4

SEND:

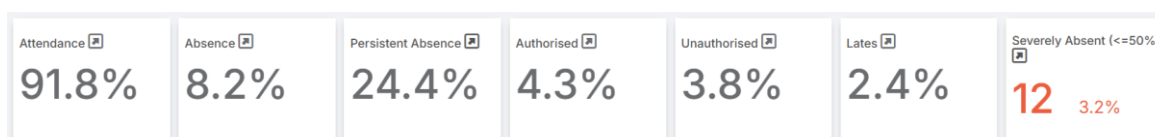
- Additional Pupil School Support and Communication and Autism Team hours to address the needs of the high percentage of disadvantaged pupils with SEND across the school.

- 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 for the SENDCO.

	Number of EHCPs	Number of SSPPs
2023 - 2024	7 (+2 pending)	8 (+4 pending)
2024 - 2025	9 (+1 pending)	7 (+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.



- Behaviour support from COBs to address SEMH issues of disadvantaged children presenting with high levels of behaviour.
- Support from counselling services for those disadvantaged children who exhibit high levels of SEMH need.
- Lunchtime clubs to support the reduction in suspensions linked to difficulties at lunchtime.

2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Total
Suspension	7	3	4	5	1	0	20
PEX	2	0	0	0	0	0	2
2024-2025	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2	Total
Suspension	4	5	6	8	1	9	33
PEX	1	0	0	0	0	0	1

EYFS:

- 2024 GLD: 52% (47% for disadvantaged pupils). In this cohort, 65% of pupils were disadvantaged and 19% had SEND.

- Improvements seen compared to previous years, with 70% achieving for C+L compared to 63% in previous years.

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
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

<i>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</i>
N/A
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

240.20 – transport charges?

321 – Number sense

3144 – PSS

15000 - Sensory room

4914 - Ed Psych