

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2024 to 2025 academic year.

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	Brady Primary School
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 (currently under development)
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Michael Nunn
Pupil premium lead	Michael Nunn
Governor / Trustee lead	Sonia Singh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 77,265
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	£ 77,265

Part A: Pupil premium strategy plan

Statement of intent

- *At Brady Primary School we aim to ensure that all children have the access to the best possible education regardless of their background. We are determined that your circumstances should not be part of your goals or your destination.*

Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement in identifying children as PP
2	Writing- due in part to lockdown, phonics, writing stamina and writing accuracy have been highlighted as weaknesses
3	Attendance- to ensure that persistent absence is monitored and family meetings are held when required- current attendance is strong at 94% for PPG children.
4	Lack of life experiences- many of the children in the school have limited life experiences outside of school. This has an affect on their attainment especially in Writing.

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
Ensure that all families that are eligible apply for PPG funding	<ul style="list-style-type: none">• Encourage families to identify as PP• Include the application form (process) as part of all new starters pack• Send periodic reminders throughout the year to all families to register• Link to information and sign up process on website PP page
Reduce persistent absence in the PPG group so that their attendance is in line with their	<ul style="list-style-type: none">• Refer to first day calling whenever a child is off

<p>peers. Provide support to families to improve punctuality. IMPACT: Attendance and punctuality data</p>	<ul style="list-style-type: none"> • Children are tracked with the attendance officer and EWO when required • Meetings take place with families as and when required to ensure they know the importance of being in school
<p>Enrich children’s life experiences and therefore raise their expectations and aspirations by removing financial barriers so that they can fully participate in school life IMPACT: Internal data, engagement (pupil voice)</p>	<ul style="list-style-type: none"> • Brady Cultural offer is strong to ensure all children get to experience new opportunities • Cultural offer runs across all year groups and is fair and consistent • All trips and visits are capped at £10 for the parents to ensure that full access is not prohibited by finance • Parents have access to additional funding for residential trips
<p>PROGRESS: Reduce the gap in progress between pupils eligible for PPG and their non-eligible peers, so that 3 terms data displays comparable progress in each year group IMPACT: National data if available / internal tracking.</p>	<ul style="list-style-type: none"> • Half termly pupil progress meetings have a focus on PPG children ensuring that their data is tracked and trends are analysed to ensure progress is being made at the same rate or better than their peers • Interventions are carefully planned to ensure that targeted children are selected • School led tutoring grant used to support PPG beyond the classroom • PPG SEND judged against PPG not SEND
<p>ATTAINMENT: Ensure that the % of PPG children achieving the expected standard in reading, writing and mathematics is in line with the ‘all pupils’ figure nationally, as measured by the end of Key stage assessments in May. IMPACT: National data</p>	

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum leases and licences	Continuous CPD throughout the year for all staff, across all subject areas as part of HSIS school improvement package has ensured that teacher work hard to deliver high quality first teaching (Teaching over time records, CPD feedback forms, staff spotlights in staff meetings, QA visits, SIP visits, Governor link visits, Cluster meetings)	
Retention of leadership staff	To ensure that the leadership team is effective in its ongoing work with pupils and parents. This extra time addition of the SMT adds to the leadership capacity in school.	

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum support staff	'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.' EEF (Making Best Use of Teaching Assistants, (

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)</p> <p>Schools employment of an ELSA will ensure that children take part in, 'Interventions which focus on improving social interaction' as these 'tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months)' EEF Teaching-Learning Toolkit,</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)</p>	
Beyond school tutoring	<p>School led tutoring to be used to target interventions to small groups- EEF suggests that such interventions have +4 months impact. 'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy' EEF Toolkit</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)</p>	

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum supplies and experiences	EFF Teaching- Learning Toolkit identifies the positive impact that Arts participation and inspiring events can have (Cultural offer, capping of trip costs, school-school art project)	
ICT learning resources		
Attendance award	Attendance is above national average and on a continued upward trend over the past five years.	

	The winning class attendance is celebrated at the weekly Star of the Week assembly and pupils who achieve 100% attendance have a film afternoon at the end of each term and a gift voucher at the end of the year.	
Behaviour supplies (sensory)	To help us cope with the growth of sensory issues the school are facing. More finances need to be assigned to this area.	

Total budgeted cost: £ 80,000

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 2020 to 2021 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Internal school assessments were completed as per our Assessment and Monitoring Cycle, with formative at the end of each half term and Summative at the end of each term. This allowed for us to closely track all children in the school. Pupil progress meetings are then held each half term with one of the focus groups being PPG children. These pupil progress meetings help to form the intervention schedules for each class for the next half term. These interventions are then tracked for impact.

The end of Year assessments show that the gaps between the PPG children and their peers have either stayed the same or decreased slightly, this is of course a positive of the work that has been put into place over the previous years.

We created as many opportunities for the PP children as everyone else, however for many of them their home circumstances made this impossible to close the gaps. These are now the focus children for this academic year again.

The chart below shows the attainment of Year 1 to 6 Pupil premium children against non-pupil premium children, this highlights the clear progress that the Pupil Premium children have made within school.

% at ARE Pupil premium (38)		% at ARE Not pupil premium (210)		Progress PPG	Progress non-PPG
Sept 2024	July 2025	Sept 2024	July 2025		
47	73	58	76	+26	+18
43	66	56	70	+23	+14
46	71	63	76	+25	+13

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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
Learning Village	Learning Village
Cornerstones Maestro	Cornerstones
White Rose Maths	White Rose Maths
Literacy Shed	Edshed
Spelling Shed	Edshed
Oxford Owl	Oxford University Press
Target Tracker	Juniper
BoomReader	BoomReader