

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bramley Park Academy
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	1/10/24
Date on which it will be reviewed	1/09/25
Statement authorised by	P Whitehead
Pupil premium lead	C Green
Governor / Trustee lead	P Whitehead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247010
Recovery premium funding allocation this academic year	£24,100
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	£271,110
The total budget spent for Pupil Premium is detailed. This is above the allocation and demonstrates the commitment to narrowing the gap for disadvantaged pupils in our community	£318965.73

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Our aim at Bramley Park Academy is to make a difference by leading by the core values of Believe, Persevere and Achieve. We strive to achieve the very best for our pupils by encompassing them with love, care, guidance and high quality skills each and every day. Our commitment reaches beyond the classroom door to ensure all of our young people are safe and secure.

Our ultimate objective is to accelerate progress for each and every pupil but for this to be enhanced for pupil premium pupils.

Our current plans strive to achieve this through high quality bespoke interventions, small class sizes, bespoke 1:2:1 tuition and high quality interventions.

Key Principles:

We believe that our Pupil Premium strategy is underpinned by a set of key principles.

1. **High expectations** – we have a culture of high expectations for all our pupils, this includes those identified as ‘disadvantaged’. Barriers to learning are identified and strategies put in place to ensure children overcome them - no excuses.
2. **True Quality First Teaching** - we recognise that quality first teaching is the biggest factor in raising standards of attainment. A consistent approach to Teaching, Learning and Assessment is fundamental to ensuring all children receive the best possible education. Professional development for all staff is focused on ensuring everyone has the skills to ensure high quality teaching and learning is standard practice.
3. **High priority** - diminishing differences in attainment is high priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning.
4. **Sharp focus** –our approach to raising standards ensures there is a sharp focus on the impact of teaching. Smaller teaching groups are created underpinned by children’s next steps, are run for set amounts of time and are reviewed regularly.
5. **Early Intervention** - Keep up, not catch-up – there is an understanding amongst all staff that children should be supported to keep up with their peers. In this way, gaps don't form and children can more confidently access learning.

6. **Non-withdrawal** – we believe it is important for all children to be able to access a broad and balanced curriculum. Reading, Writing and Maths are taught daily. Where possible, our strategy is to support children in their core teaching with any additionality given outside of the core curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Progress of disadvantaged pupils within core areas
2	Attainment of disadvantaged pupils with core areas
3	Progress of pupils who are also identified as SEND
4	Intervention from outside agencies for disadvantaged pupils
5	Persistent absentees of disadvantaged pupils
6	Development of Early language skills of disadvantaged pupils
7	Engagement of disadvantaged pupils and families in wider curricular activities

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
To accelerate the progress within core areas for disadvantaged pupils	Quality first teaching in all areas Wave 1 targeting of pupil premium pupils Reduced class sizes to ensure a bespoke tailored approach for disadvantaged pupils.
To accelerate the progress of SEND pupils who are also identified as disadvantaged	Quality wave 1 provision for SEND pupils Clear provision maps and targeted interventions/ Work watch pupils identified each term Targeted pupil progress meetings
To improve the attendance of disadvantaged pupils inclusive of persistent absentees	Targeted attendance support Clear action planning Direct work with the cluster Daily intervention by attendance officer Clear incentives for good attendance

<p>To improve the language skills of disadvantaged pupils</p>	<p>Participation within the 'Nell Project' High quality wave 1 teaching Targeted daily intervention</p>
<p>To improve learning behaviours and attitudes of disadvantaged pupils</p>	<p>Whole school 'Thrive' approach Targeted resource provision support Targeted support by in-house counsellor and pastoral support</p>
<p>To improve community participation of disadvantaged pupils</p>	<p>Whole school curriculum parental participation events Community events</p>
<p>To improve the participation of disadvantaged pupils in extra curricular and wider community events.</p>	<p>Disadvantaged pupils increased attendance at after school activities Targeted attendance of disadvantaged pupils at holiday provision</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: £191,293.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To ensure class sizes within EYFS/Key Stage 1 UKS2 to support the acceleration of progress and attainment within core areas.</i></p> <p>UPS3 £49084 EYFS/KS1</p> <p>UPS1 KS2 £45646</p>	<p>Bramley Park Academy has 5 classes facilitated within EYFS/KS1 (5 classes officially on NOR) 123 pupils -25 per class opposed to 30. 171 pupils KS2 7 classes - 24 per class One strength of these smaller class sizes is the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive such as daily SDI in maths). The EEF states, "that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers."</p>	<p>1 and 2</p>
<p><i>Targeted intervention HLTA:</i></p> <p>EYFS - £6426</p> <p>KS1 - £6426</p> <p>LKS2 - £6426</p> <p>UKS2 - £6426</p>	<p>Daily intervention - highly skilled HLTA support has shown to accelerate the progress of key pupils.</p> <p>EYFS - 10 children</p> <p>KS1 - 21 children</p> <p>LKS2- 20 Children</p> <p>UKS2- 26 Children</p> <p>The Education Endowment Foundation supports this and states "Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,"</p> <p><i>Example of Year 5 targeted intervention</i> <i>6 children writing</i> <i>3 children Phonics</i></p>	<p>1, 2 and 6</p>

	<p>5 children spelling 3 Arithmetic/ Early Bird</p>	
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<p><i>To provide enhanced curriculum delivery and authentic experiences to promote literacy for targeted disadvantaged pupils</i></p> <p>AP - £3,802.50 0.5 DAY Weekly.</p>	<p>The Ofsted Inspection Framework suggests, “adopt or construct a curriculum that is ambitious and designed to give learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life”</p> <p>Evidence through QA suggests delivery and engagement of curriculum learning has engaged pupil activity and enthusiasm therefore reflecting progress.</p> <p>311 pupils Teaching staff - 16 Teachers 1 Nursery Officer 4 HLTA’s 15 TA’s</p>	<p>1 and 2</p>
<p><i>To provide targeted English booster sessions after school</i></p> <p>1 x AP 1 Hour = £1267.50 1 x HOS 1 Hours = £1664.91 1 x HLTA 1 Hour = £714.09 1 x UPS1 1 Hour = £1053. =£4,699.50</p>	<p>Delivery of interventions which target direct misconceptions and gaps in learning significantly accelerates progress and attainment.</p> <p>The EEF states that, “reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: prediction; questioning; clarifying; summarising; inference; and activating prior knowledge.”</p> <p>11/15 Pupils per session are pupil premium.</p>	<p>1 and 2</p>

<p><i>Targeted Breakfast club reading</i> 4 x £2,550.60 =£10202.40</p>	<p>Targeted 1:2:1 regular reading has been proven to accelerate readers daily and The Ofsted Reading Framework (2021) states, “Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success. Through these, they develop communication skills for education and for working with others”</p> <ul style="list-style-type: none"> ● Rec = 4 children ● Year 1 and Year 2 = 9 ● Year 3 and Year 4 =9 ● Year 5 and Year 6 = 7 ● Total = 29 children 	<p>1 and 2</p>
<p><i>Targeted daily readers</i> EYFS - £3825.90 KS1 - £3825.90 LKS2 - £3825.90 UKS2 - £3825.90 Launch pad - £15303.60 1.5 hours per day</p>	<p>EFF recites, “Both decoding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.” At Bramley Park Academy, targeted 1:2:1 regular reading has been proven to accelerate readers daily.</p> <p>Launchpad = 13 (10 Lexia) Rec = 12 Year 1 and Year 2 = 16 Year 3 and Year 4= 15 (20 Lexia) Year 5 and Year 6= 11 (57 Lexia)</p>	<p>1, 2 and 6</p>

<p><i>To implement QA to tackle and accelerate progress of disadvantaged pupils</i></p> <p>0.5 AP £3,802 X4 = £15,208</p> <p>1 x day £10,821.91 HOS</p> <p>=£26,029.91</p>	<p>Robust QA and deep dive activity enables targeted support and celebration of success as models to wider teams. This is supported by EEF research that states, “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p> <p>PP pupils in each phase.</p> <p>Whole School - 169 (54%)</p> <p>EYFS: - 15</p> <p>KS1: - 42</p> <p>LKS2: -44</p> <p>UKS2: - 68</p>	<p>1 and 2</p>
<p>To track and analyse data to allocate appropriate interventions where required.</p> <p>1 x day HOS £10,821.91</p>	<p>Dedicated weekly work to identify progress and barriers to pupil learning through a dedicated approach to work watch pupils with particular focus on PPR pupils.</p> <p>“These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.” EEF</p>	<p>1, 4, 7, 8</p>

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

Budgeted cost: £32,486.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To provide 1:2:1 tuition for targeted group of KS2 pupils</i></p> <p><i>HOS 1 X day full year £10821.91</i></p>	<p>1:2:1 is being used to tackle and support misconceptions and gaps in learning. This is inline with research by EEF stating, "interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored". Through regular QA at Bramley Park Academy, it is proving to accelerate progress and attainment.</p> <p>Work Watch Pupils 4 x pupils per class. 24//25 - 83%</p>	<p>1 and 2</p>
<p>To accelerate progress of disadvantaged pupils in core areas with particular focus on SEND</p> <p><i>1 x day Exec SENCO £8,238.75 1 X SENDCO - £6,063.72</i></p> <p><i>Total: £14,302.47</i></p>	<p>The EEF states that, "An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils".</p> <p>This underpins our targeted deployment of AHT to monitor and accelerate progress through weekly monitoring, QA and half termly pupil progress. Support delivered to support key staff in terms of work and watch pupils.</p> <p>57 pupils</p>	<p>1, 2 and 3</p>

<p><i>Implementation of tailored EYFS targeted intervention program</i></p> <p>UPS3 - £7,361.64 1 Day per week</p>	<p>EEF states, “A child’s core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period¹. Evidence indicates that success in literacy relies on the secure development of language, and that these skills are amongst the best predictors of educational success.”</p> <p>Targeted weekly intervention of Welcomm program to accelerate the language skills within the EYFS unit. Progress form last year acceleration of key skills as direct result of the program</p> <p>11 EYFS (WELCOMM) 12 KS1 pupils (WELCOMM)</p> <p>Targeted weekly intervention of Squiggle to develop gross and fine motor skills. 15 Pupils.</p>	<p>6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £95,185.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To provide in-house counselling support</i> £10,967.50</p>	<p>Well-being of targeted pupils addressed.</p> <p>Evaluation to date demonstrates significant improvement in anxiety, participation and general well-being overall.</p> <p>Pupils receive counselling every 8 weeks 4 Pupils are currently having counselling sessions 3 Pupils on the waiting list All children are pupil premium children</p>	4
<p><i>To decrease number of disadvantage persistent absentees</i> <i>Pastoral Lead 3 days = £11,126.11</i> <i>Admin support 5 days x 3 hours = £7,371</i></p>	<p>Targeted action planning by pastoral leaders to support and intervene with key families to diminish the number of PA pupils.</p> <p>Daily intervention from the pastoral team in conjunction with the cluster and outside agencies has had and continues to have a positive impact.</p> <p>9 Families have been referred to the Cluster for attendance support from St Giles</p> <p>All pupils who are PA have been given a target & we are closely monitoring their attendance All pupil premium children</p>	5
<p><i>To provide a whole school thrive approach</i> £8509.64 0.5 TA £7987.98 <i>Pastoral Lead 2 day</i> £15613.06 <i>Learning Manager 3 day</i> <i>Total: £32,110.68</i></p>	<p>Targeted interventions of key pupils and disadvantaged groups as a starting point has seen improved attendance and engagement.</p> <p>311 whole school Pupil targeting: Currently 14 pupils are targeted for a Thrive 8 week interventions 4 pupils are on the waiting list for Thrive. Baseline assessments action plans completed. 10 out of 14 are pupil premium</p>	3, 4, 5

<p><i>To enhance pastoral support within school and beyond into the community.</i></p> <p>£7987.98 Pastoral Lead 2 days per week</p>	<p>Engagement Project, delivered by researchers from the University of Bristol and Harvard. The evaluators found that pupils receiving the intervention made additional progress in maths compared with a similar group whose parents didn't get enhanced pastoral communication. They reported that schools embraced the programme and a vast majority of parents were supportive of the programme</p> <p>EYFS: 1 Year 1: 1 Year 2: 3 Year 3: 4 Year 4: 3 Year 5: 0 Year 6: 2 Overall : 14</p>	<p>7</p>
<p><i>To provide enhance extra curricular clubs for disadvantaged pupils</i></p> <p>M6 1006.20 U3 £1132.56 HLTA x 3 £2142.27 Pastoral £570.57 Total :4851.60</p>	<p>Engagement in wider extra curricular activities accelerates progress and attainment due to enjoyment and improved learning behaviours.</p> <p>Monday: 14PP/26 Tuesday: 16PP/32 Wednesday: 19PP/41 Thursday: 16PP/35 Friday: No Clubs</p>	<p>7</p>
<p><i>To provide enhanced holiday clubs for disadvantaged pupils</i></p> <p>£1,536.00</p> <p>SP 15 DAYS</p> <p>£1536.00</p>	<p>To engage advanced pupils throughout the school year to target and accelerate social interaction and development.</p> <p>Easter 2024 18 PP / 20 May 2024 18 PP / 20 Summer 2024 26 PP / 30</p>	<p>7</p>
<p><i>To significantly subsidise educational visits</i></p> <p>£8,129.40</p>	<p>To engage all disadvantaged pupils to inspire and develop curiosity and engagement in activities to improve thirst for learning and behaviour for learning.</p> <p>311 NOR 54% - Pupil Premium</p>	<p>7</p>

<p>To provide whole school uniform for each pupil £11,105.62</p>	<p>Whole school uniform raises expectations and inspires disadvantaged pupils and their families to further engage in wider activities. 311 NOR 54% - Pupil Premium</p>	<p>7</p>
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Total budgeted cost: £

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.

Expected Progress (EP) / Above Expected Progress (AEP) - PP vs. NonPP

Year Group	Reading (Non PP)	Writing (Non PP)	Maths (Non PP)
1	EP = 75% AEP = 25%	EP = 100% AEP = 0%	EP = 66% AEP = 33%
	Reading (PP)	Writing (PP)	Maths (PP)
	EP = 75% AEP = 25%	EP = 83% AEP = 17%	EP = 58% AEP = 42%
	Reading (Non PP)	Writing (Non PP)	Maths (Non PP)
2	EP = 86% AEP = 14%	EP = 90% AEP = 10%	EP = 69% AEP = 31%
	Reading (PP)	Writing (PP)	Maths (PP)
	EP = 94% AEP = 6%	EP = 94% AEP = 6%	EP = 78% AEP = 22%
	Reading (Non PP)	Writing (Non PP)	Maths (Non PP)
3	EP = 90% AEP = 10%	EP = 90% AEP = 10%	EP = 80% AEP = 20%
	Reading (PP)	Writing (PP)	Maths (PP)
	EP = 82% AEP = 18%	EP = 89% AEP = 11%	EP = 83% AEP = 17%

	Reading (Non PP)	Writing (Non PP)	Maths (Non PP)
4	EP = 81% AEP = 14% Below Ex = 5%	EP = 88% AEP = 12%	EP = 93% AEP = 7%
	Reading (PP)	Writing (PP)	Maths (PP)
	EP = 81% AEP = 11% Below EX = 8%	EP = 92% AEP = 8%	EP = 96% AEP = 4%
	Reading (Non PP)	Writing (Non PP)	Maths (Non PP)
5	EP = 94% AEP = 6%	EP = 90% AEP = 10%	EP = 82% AEP = 18%
	Reading (PP)	Writing (PP)	Maths (PP)
	EP = 92% AEP = 8%	EP = 96% AEP = 4%	EP = 83% AEP = 17%
	Reading (Non PP)	Writing (Non PP)	Maths (Non PP)
6	EP = 77% AEP = 23%	EP = 82% AEP = 18%	EP = 76% AEP = 24%
	Reading (PP)	Writing (PP)	Maths (PP)
	EP = 81% AEP = 19%	EP = 84% AEP = 16%	EP = 79% AEP = 21%

Whole School Data Headlines for Statutory Assessments - 2022-2023

EYFS

Expected or above	EYFS GLD
Bramley Park Academy	43%
Leeds	65%
National	67%

Year 1 Phonics

Expected or above	Year 1 Phonics
Bramley Park Academy	72%
Leeds	79%
National	80%

Key Stage 2

Expected or above	Reading	Writing	Maths	GPS
Bramley Park Academy	77%	70%	76%	74%
Leeds	72%	69%	72%	70%
National	74%	71%	73%	72%
Bramley Park Academy Greater Depth	26%	6%	25%	38%
Leeds	27%	13%	24%	31%
National *	28%	12%	24%	32%

Reading, Writing and Maths combined

Reading, writing, maths combined	KS2
Bramley Park Academy expected or above	68%
Leeds	58%
National expected or above*	60%
Bramley Park Academy Greater Depth	4%
Leeds	7%
National Greater Depth*	7%

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
Due to the nature of our pupils and demographic all support has been provided in-house with known adults to support and accelerate well-being and progress for all.	

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.

School development plan 2024/2025 : [w BPA SDP 2024-2025.docx](#)

Vision 2024-2025: <https://drive.google.com/drive/search?q=vision>