

Bradworthy Primary Academy

Pupil Premium Strategy Statement

Autumn 2025

The pupil premium grant provides funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England.

Pupil premium funding is allocated to eligible schools based on the number of:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

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 outcomes for disadvantaged pupils last academic year.

School Overview:

Detail	Data
Number of Pupils on Roll (Census October 2025)	184
Proportion of Pupil Premium eligible Pupils (in 2025/26)	42 / 22.8%
Academic Years Covered by our Strategy Plan	2024/25 2025/26 2026/27
Date Statement Published	December 2025
Date of Statement Review	Autumn 2026
Statement Authorised by:	Nick Lapham Headteacher
Pupil Premium Lead	Nick Lapham
Trustee Lead	Barry Radford (Chair)

Funding Overview

Pupil Premium Allocation in 2023/24	£ 78, 162
Amounts Carried forward	£ 0
Allocation for 2024/25	£ 82, 451
Amounts Carried forward	£ 0
Allocations for 2025/26	£ 68, 175
Projections for 2026/27 *	£ 61, 358

* based on an anticipated drop in children on pupil premium of 10% and an increase in funds of approximately 3% in line with inflation.

Statement of Intent

Our ethos sets out our educational philosophy and our view of the things that constitute successful outcomes for all of the children in our care.

Whilst academic standards are clearly a part of this we believe that there is a lot more involved in maximizing the development of our children and it is in this context that we will be planning the use of our Pupil Premium and allocating funds.

Fundamentally we believe that all pupils must have equal access to all aspects of our provision, both within and beyond our core curriculum, so that all achieve their maximum potential.

Funds made available through our Pupil Premium are key in meeting this aim.

Their vital nature becomes especially apparent when you place our school in it's proper context in an area where schools are funded below national averages and where there are recognisable local problems and barriers relating to rural isolation and deprivation.

Despite the somewhat misleading picture given by "free school meals" data these problems widespread, deeply damaging and also poorly understood at a national level.

As a school we have long recognised the importance of supporting and subsidising school activities so that all pupils have access to as many varied experiences as they possibly can. In this way they grow in to balanced individuals who are positive, committed and productive members of society, and who have developed a "life long" love of learning alongside with desire to experience "all that life has to offer".

We believe that this approach, alongside excellent teaching and properly targeted support, is the reason why our outcomes have been so strong for so many years.

Challenges

There are a number of key challenges amongst our disadvantaged children, and indeed amongst the majority of children across our school roll.

- Underdeveloped oral language skills amongst many children which is especially prevalent amongst children on entry to our setting in Reception.
- Low levels, and somewhat hap-hazard, preschool provision in the local area.
- Low levels of progress amongst younger children, although this accelerates through the school as a result of the establishment of strong foundations.
- Low levels of expectation in some families.
- A significant lack of experiences relating to the “wider world” including those linked to sport, the arts, culture in general and the range of enrichment experiences that people need if they are to grow and develop effectively.
- Social and emotional issues relating to our position in an area of social deprivation (with very low wage structures) and rural isolation.
- An ofsted appraisal that our phonics teaching is inappropriate, despite the fact that results have been historically higher than national averages.

Potential Challenges:

There are a number of areas which, whilst not currently issues here at Bradworthy, have the potential to provide challenge and which we continue to monitor closely.

- Low levels of attendance amongst disadvantaged children.
- Levels of attainment which are lower than children in other groups.
- Specific issues relating to low levels of attainment in the development of reading through a lack of access to stimulating materials which supplement the materials used to support phonics teaching.

Strategy Outcomes

The success of our work is demonstrated by these outcomes:

- Excellent levels of academic attainment across all groups by the end of Key Stage 2, in the context of poor levels of pre-school provision locally and low levels of ability on entry to the school.
- Excellent levels of progress across the school over many years.
- Very high levels of participation in extension activities and curriculum enrichment as demonstrated by provision mapping.
- Pupils whose conduct is exemplary, who are caring and supportive and who are committed to the school experience.
- Pupils who are thoughtful, independent, confident and willing to “push” themselves and operate outside of “comfort zones”.
- Pupils who are creative in the widest sense.

Fundamentally we believe that our approach gives an equality of outcome for all children, and especially those in our pupil premium group who have the same school experience as other children and who enjoy equally positive outcomes.

The Pupil Premium is fundamental in achieving these outcomes and as its allocation allows us to cement our ethos and approach and ensure the protection of our current provision, as well as its future development.

Spending (2024/25)

Available Funds £ 82, 415

Allocation of Funds		Actual Costs
Minibus Costs	£ 20, 000	£ 21, 392
London Subsidy	£ 1, 000	£ 1, 109
Wales Subsidy	£ 1, 000	£ 1, 027
Lee Valley Subsidy	£ 1, 000	£ 1, 068
Penzance Subsidy	£ 1, 000	£ 945
Curriculum Extension	£ 1, 000	£ 0
Specialist Art Teaching	£ 7, 500	£ 10, 896
Specialist Music Teaching	£ 4, 000	£ 6, 114
Specialist Sports Teaching	£ 8, 000	£ 8, 172
Catering	£ 8, 000	£ 8, 592
Learning Support		
Year 6 Support	£ 6, 000	£ 5, 607
Year 5 Support	£ 3, 000	£ 3, 098
Year 4 Support	£ 3, 000	£ 3, 116
Year 3 Support	£ 5, 000	£ 4, 505
Year 2 Support	£ 6, 000	£ 5, 508
Year 1 Support	£ 3, 000	£ 3, 018
Reception Support	£ 4, 000	£ 3, 794
Mental Health Support	£ 0	£ 5, 909
Totals:	£ 82, 500	£ 93, 870

Analysis of Outcomes (2024/25)

The level of pupils eligible for the Pupil Premium is lower than in previous years, although still broadly in line with national averages, with a spread across the school which shows higher numbers of children in this category in Key Stage 2.

This said the percentage of children in the pupil premium group as a proportion of children on our school has remained at constant at just under 23%.

The support of these children has been provided in the context of the support of their whole cohort, with progress and general development considered on both an individual and small group basis.

Group data analysis is not reliable due to the lack of statistical significance with such small numbers of children in each cohort, however we can attribute much more reliability to the whole school picture.

End of Key Stage 2 Data shows children in the pupil premium group achieving slightly worse than other children in reading and a three-child variance in writing, which is slightly lower than national average for all children. This has not been the case in previous years where, in 2023/24, for example, rates were higher amongst pupil premium children than for the cohort overall.

Where maths is concerned the opposite is the case with pupil premium children outperforming the rest of the group.

Data for the subjects combined shows a lower rate of achievement for children in the pupil premium group than for the group as a whole - a rate which is, however 7% higher than for all children nationally.

There have not been discrepancies between the two groups in school in previous years.

At this point, and in-so-far as standards at the end of Key Stage 2 are concerned, we do not believe the above provides any indications of a trend at this point, however we will engage in close monitoring through 2025/26 to ensure this assertion is correct.

	National Ave.	Bradworthy Ave.	Bradworthy Pupil Premium Ave.
Reading	75 %	81 %	77 %
Writing	72 %	79 %	69 %
Maths	74 %	85 %	92 %
R / W / M Combined	62 %	74 %	69 %

Phonics testing in Year One showed a potential issue relating to children in the pupil premium group because no children passed the test from this group.

When contextualised there is a clear correlation between children in the pupil premium group and those on the special needs register.

This related to four children (17% of the group) and is not a statistically reliable figure.

Monitoring will be required during 2025/26 so that the effectiveness of interventions, and our programme, are assured – as is our current view that this a “statistical blip” as opposed to the start of a trend.

Whole school data suggests there may be early indications across the school as a whole that a gap may be starting to open between children in the pupil premium group and other children.

School generated data from the end of 2024/25 shows the following levels of children who currently have a very low risk of failing to reach age-appropriate expectations by the end of Key Stage 2:

	Not Pupil Premium	Pupil Premium
Reading	69%	53%
Writing	57%	43%
Maths	65%	45%

Children in high and medium risk groups are excluded from the above and it should be noted that historically it has been our experience that most children in the medium risk group close the gap as they progress through the school and that they usually meet age appropriate expectations by the end of Key Stage 2 too.

This will require close monitoring so that targeted interventions can be used to ensure there is no developing trend where a gap opens between the attainment of pupil premium children and others.

Cost of living increases have had a significant impact on our catering with an overall loss of £ 37,357 in this school year.

Our school kitchens provide access to hot nutritional food of an excellent standard which is cooked daily on our school site. This aspect of our work is something that we are very proud.

The continuation of this service would be in serious doubt without the allocation of funds listed above which are calculated on the basis of 23% of the overall loss which is the proportion of pupil premium children in our school.

The use of our minibuses is now extensive in support of a huge range of curriculum, and extra-curricular, activities.

Our isolated rural position, along with the huge increases in transport costs over the course of the last few years, means that they are essential.

They are used across the school and throughout the year.

We have had to reduce the number of vehicles we run from three to two as a result of increasing costs and reducing funds as the school roll starts to fall, however we remain fully committed to this level of provision into the future. The minibuses are heavily funded through the Pupil Premium and our budget share and as a matter of policy no charge is made to users.

In 2024/25 no child was unable to take part in our programme of residential visits for financial reasons.

Forest School has been attended by children in Reception in the Summer Term.

Beach School has been attended by children in Year One during the Summer Term.

Curriculum Support included free music tuition (in brass, guitar and ukulele) and sports coaching (in gymnastics, athletics, climbing and hill walking; as well as free access to a huge range of “traditional” sports).

Children have had subsidised access to sports which have included surfing and wake-boarding.

Funding has also allowed the purchase of specialist equipment and instruments which are freely loaned to children whilst they are attending our school.

This was available to all appropriate ages on an equal and fully subsidised basis.

All children in Key Stages One and Two have taken advantage of at least one aspect of our extended sports programme over this year.

All children have participated in at least one day trip.

These are offered either entirely free or at a very low, subsidised, cost and there have been no instances where these costs have made participation prohibitive.

Funds have been allocated across the school on the basis of the percentage of pupil premium children in each cohort so that every teaching base continues to benefit from at least one full time member of support staff – as indicated above.

This has ensured sufficient staffing for our phonics teaching programme as well as a range of intensive support initiatives across the school which continues to support all pupils can make progress across the school (often from a very low base) to the point where achievement data for the end of Key Stage 2 is consistently above national averages for all groups.

We have continued to employ a librarian so that children have equal, and supported access, to up-to-date and inspiring reading materials which promote the development of a “love of reading” which has a huge impact on standards.

Additionally, staffing has been provided so that children’s mental health can be properly analysed and supported, which is proving a vital resource as issues become more common and intense, and as referral to outside agencies more and more difficult.

Our support staff have provided support for a range of interventions during 2024/25, including:

- Provision of Nurture Groups
- Play therapy and counselling
- Attachment Based Mentoring

- Counting to Calculate
- Phonics Support
- Priority Reading
- Toe by Toe
- Word Wasp
- Precision Teaching
- Guided Reading, Writing and Maths
- Spelling and Handwriting Support
- Specific SEN support
- Support with mental health

Attendance (for the school year 2024/25)

	Bradworthy	National	Variance
Attendance	95.3% of sessions attended	93.1%	2.2% Better
Persistent Absence	11.3% of school roll	18.7%	7.4% Better
Authorised Absence	4.5% of sessions missed	4.5%	The same
Unauthorised	0.2% of sessions missed	2.3%	1.1% Better

Group Data (percentages refer to absence rates):

Male	5.2%
Female	4.7%
Pupil Premium	6%
SEND	3.7%

- General Attendance was better than that recorded nationally.
- Our levels of persistently absent children and unauthorised absence are better than national levels.
- Attendance for children in our pupil premium group was 1.3% worse than for our school as a whole in 2024/25, however it was 4.6% better than children in this group nationally.
- There were no children with very low attendance (less than 80%) in 2024/25.

Future Planning

2025/26

Total Allocation (confirmed): £ 68, 187

Priorities:

To maintain the academy's minibuses which are fundamental to facilitating the agreed ethos which promotes a full range of opportunities and experiences for all children both within and beyond the core curriculum.

£ 21, 000

To continue to provide specialist teaching in music, sport and art so that children's experiences are maximised.

Art	£ 11, 000
Music	£ 6, 000
Sport	£ 8, 000

To continue to provide subsidies that allow our catering provision to be maintained while other funding opportunities are explored.

£ 9, 000

To continue to provide full-time class support for all teaching bases so that support and interventions are available to all children, and especially in the light of the need to monitor, and where necessary address, any blossoming issues linked to the development of children in the pupil premium group.

Class 6	£ 3, 000
Class 5	£ 3, 000
Class 4	£ 3, 000
Class 3	£ 3, 000
Class 2	£ 3, 000
Class 1	£ 3, 000

To safeguard the provision of school staff based support for children's mental health.

£ 4, 000

Total funding required is £77,000 which is in excess of the allocation of funds for 2025/26. This additional spending will be met by our reserves so that our provision can be maintained without disruption in 2025/26.

Discussions about future levels of spending will need to be considered at the earliest point as part of budget setting for 2026/27 – especially as we are predicting a further reduction in our pupil premium allocation in this year.

2026/27

Allocation (projected): £ 61, 358

This allocation indicates a potential overspend of £ 16,000.

In school development / provision terms we are clearly envisaging a situation where all aspects of spending against the pupil premium budget are desirable, even essential, going forward.

Should the overall school budget be such that it is no longer possible to cover an overspend against the pupil premium budget from either, other allocations for 2026/27 (such as GAG) or from school reserves then the following issues will need to be considered:

- Reductions in the number of minibuses we operate from two to one.
- Continued subsidies of the school catering service with options explored for savings against the catering budget.
- The continued provision of specialist teaching in art, music and sport.
- The provision of staffing linked to mental health.
- The ability to maintain full-time learning support staff in all class bases.