

# **Bracken Lane Academy**

## **Pupil Premium Strategy Statement**

### **2025-26**

<b>Principal</b>	Helen Cawkill
<b>Pupil Premium Lead</b>	Victoria Read
<b>Chair of Governors</b>	Alastair Murray

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bracken Lane Primary Academy
Number of pupils in school	204+ 21 pt
Proportion (%) of pupil premium eligible pupils	19.56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Helen Cawkill
Pupil premium lead	Victoria Read
Governor / Trustee lead	Elizabeth Farrar

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,450
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,450

# Part A: Pupil premium strategy plan

## Statement of intent

Bracken Lane Primary Academy is determined that **all** children are given the best possible chance to make good progress and achieve high attainment across all subject areas. The focus of our strategy is to close the gap between disadvantaged and non-disadvantaged children. For those children who are already at the age related standard or better, we expect them to remain on their progress trajectory.

We strive to reduce barriers to learning and have high expectations of all our children for example, those children with a high ACEs (Adverse Childhood Experiences) score and those receiving support from outside agencies. This is irrespective of the level of disadvantage.

Every adult in school is aware of the need to diminish the difference between disadvantaged and non-disadvantaged groups through QFT (Quality First Teaching) and other strategies. The strategies that the academy has chosen to address barriers to learning have been shown to have the greatest impact on closing the disadvantage attainment gap. They are designed to support **all** children regardless of disadvantage, to achieve academically and develop emotionally and to benefit from the opportunities. The closing of the gap will be sustained as the children continue their journey through school.

Bracken Lane Primary Academy considers the best ways to allocate Pupil Premium money annually following rigorous data analysis, careful consideration of the needs of our children and use of the EEF Teaching and Learning Toolkit.

At Bracken Lane Primary Academy our Pupil Premium children have a variety of barriers to learning – not all academic - but these barriers in turn affect academic progress. All staff are aware of these barriers and support appropriately and sensitively. To ensure they are effective we will:

- focus on early identification of needs and intervene as required
- ensure that all children are challenged through the curriculum regardless of ability or disadvantage
- ensure that all children receive QFT with additional interventions targeting need as appropriate
- ensure that staff have the highest expectations for all children to reach their full potential

## Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments in early language development of EYFS (Early Years Foundation Stage) children entering Nursery and Reception is typically low – this is prevalent among our children in Nursery. Assessments across school indicate gaps in language development for PP in all year groups. Data discussion with teachers as well as reading assessments evidence this.
2	43% of children who have identified SEND across the school are all in receipt of PPG. Of this group 6/21 are supported for SEMH, 5/21 are supported for specific learning needs, and 10/21 are supported for speech and language needs. This demonstrates that we have a number of children who require additional support to enable them to feel safe and ready to learn or to develop communication skills they need to become effective learners.
3	Attainment of our children with PP is lower than that of non-PP. The progress of PP is lower than that of our non-PP. This is evidenced through our regular data collections. Challenge 2 is a contributing factor.
4	Our assessments and observations indicate that attainment for disadvantage boys is below that of non-disadvantaged boys, particularly in writing. This reflects the national picture. This can be evidenced in teacher assessment, data and in discussions with children and teachers.
5	ACEs – challenging family circumstances, social care involvement, barriers to learning for reasons other than academic. This is evident from the number of PP children in need of pastoral care and support.

## 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
Improvements in speech and language acquisition as well as a broad and rich vocabulary	Assessments and observations will show improved attainment in language acquisition from EYFS to end of KS2 (Key Stage 2). This will be evident throughout the curriculum and through assessments.
PP children with SEND make expected or better progress given their starting points	Effective strategies are in place to ensure that disadvantage is not a barrier to learning.
Improved attainment for disadvantaged boys in writing	Effective strategies are in place for developing language including vocabulary. Further opportunities to develop cultural capital can be accessed through the wider enrichment opportunities woven through the

	curriculum. The gap in writing between PP and non-PP will narrow.
Sustain elevated levels of wellbeing and engagement for all children regardless of ACEs attributed.	Assessments and observations will show that attainment is improving for children with ACEs

## 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: £5450

Activity	Evidence that supports this approach	Challenge number(s) addressed
The LaunchPad strategy will be used alongside RWI assessments to inform teaching and ensure gaps in language development are addressed and closed.	Evidence shows that oral language interventions are inexpensive and have a high impact on reading as well as in other curriculum areas  <a href="#">SEND Evidence Review March 2020</a> <a href="#">EEF   Communication and Language</a> <a href="#">NELI (Nuffield Early Language Intervention)</a>	1
Improve the quality of SEMH learning.  SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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):  <a href="#">Social and emotional learning   EEF</a> <a href="#">Outdoor adventure learning   EEF</a>  Target use of ELSA	2, 5
Effective use of assessment for learning and data to address gaps in writing to inform teaching	There is extensive evidence associating improved language and reading development with improved writing outcomes.  <a href="#">Phonics   EEF</a> <a href="#">Feedback   EEF</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 3, 4

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

Budgeted cost: 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Intervention NELI in EYFS Black Sheep and Big Mouth in Nursery to develop articulation of sounds for those children who need to strengthen muscles in the mouth in order to produce sounds clearly.	Targeted language interventions (NELI, LaunchPad) can have a positive impact on attainment in oracy, reading and other curriculum areas <a href="#">EEF   Communication and Language</a> <a href="#">NELI (Nuffield Early Language Intervention)</a>	1, 3, 4
Language and reading interventions in Key Stage 1 and Key Stage 2	Targeted use of Talk Boost, RWI, Sir Kits Quest, Toe by Toe, Beat Dyslexia all of which have a positive effect on outcomes <a href="#">Phonics   EEF</a> <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 3, 4
LaunchPad to Literacy	Used to identify gaps in language development which if not addressed will affect reading and future academic learning <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3
Nurture and booster groups	One-to-one or small group targeted teaching and learning so that knowledge gaps and embedding of learning can be addressed. This is shown by the EEF to be an effective strategy for improving attainment. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  Groups for LaunchPad, RWI, Talk Boost	1,2, 3, 4, 5
Dedicated time given to all children through nurture groups, enrichments, PSHE programmes This will involve continued training for staff and embedding of our whole school behaviours which will enhance learning and promote elevated levels of wellbeing.	Guidance reports produced for EEF set out ways in which SEMH can be supported in school. <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>  ELSA	2, 5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities including 'boosters' run by academy staff on a rolling programme	Enrichment activities are shown to give additional cultural capital to disadvantaged children and enable them to improve attainment with the additional knowledge and experiences gained. <a href="#">Extending school time   EEF</a> <a href="#">Arts participation   EEF</a> <a href="#">Teaching Assistant Interventions   EEF</a>	1,2,3,4,5
Breakfast club will be offered to those disadvantaged children who experience lateness, hunger or absence through parenting issues leading to higher attainment	<a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF</a>	1, 2, 3, 4, 5
Parental engagement opportunities to ensure that children can be well supported at home with support from staff in the academy.	EEF research shows that successful parental engagement can increase attainment outcomes for children with little cost.	1, 2, 3, 4, 5
Clothing swaps for uniform, jumper days, costumes etc.	Poverty Proofing – supporting families who cannot afford new uniform. Uniform is also donated to specific PP children who we know need the clothes PP families can also have support in paying for trips.	5
Donations for enrichment activities, trips, visitors, and charity fundraising days	Charity donations will be made to a central fund instead of collection pots in classrooms. Websites for donations to national charities like Children in Need will be shared with parents rather than children bringing money to school. This all supports the Poverty Proofing Training and ethos.	5
Contingency fund for acute issues	Past experiences show that sometimes unplanned situations arise which a small amount of funding could enable us to respond quickly and effectively.	1, 2, 3, 4, 5

**Total budgeted cost: £45,450**

## 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 2022 to 2023 academic year.

#### Speech and language:

- Interventions took place in EYFS to target C&L including LaunchPad and RWI
- PP children took part in these activities and some improvement occurred. SALT referral for some PP children with articulation issues.
- PP children in KS1 and KS2 with SEMH/communication difficulties have made progress and are well supported by use of LaunchPad, ELSA and by our Family Support Advisor. Families are also given support when needed.
- All staff enable all children to have a positive start to the day – ‘Toast and Talk’ (nurture group) offered as breakfast club offer.

#### Disadvantaged boys:

- The curriculum is engaging for boys with trips and visitors that inspire all children. Writing for disadvantaged boys remains below that of advantaged boys. Some of our disadvantaged boys also have SEND.

#### PP attendance:

- For last academic year attendance of disadvantaged children was 92.4%
- Attendance of all children was 95% at the year end.

#### Well-being:

- Staff have continued to access training in order to continue to offer support to all children with ACEs and SEMH issues. Refresher training for trauma informed practice will take place in January 2025

### 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



# Further information (optional)

*No further information.*