

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	Braddock CofE Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	1st September 2025
Date on which it will be reviewed	1st September 2028
Statement authorised by	Rebecca Ardern

Pupil premium lead Rebecca Ardern Governor / Trustee lead Gemma Parnell

Funding overview


Detail	Amount
Pupil premium funding allocation this academic year	£44,646
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	£44,646

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of background, challenges or starting points, make good progress and achieve high attainment across all subject areas. This is true whether children are slightly behind, at or exceeding age related expectations. Growth is a right and children are helped to explore and develop their gifts and talents in all their diversity.

We will consider the challenges faced by vulnerable children, such as those with a social worker and young carers as well as our local Cornish context so that all needs are supported, regardless of whether children are disadvantaged or not.

<p>Cornwall Council</p> 	<p>"Our mission is to protect the most vulnerable children and young people living in Cornwall from significant harm. To support the educational inclusion of those children and to close the gap in outcomes between them and their peers".</p>
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A high quality education, particularly teaching, is at the heart of our approach, with a focus on areas in which our children require the most support. This is proven to have the greatest impact on closing the disadvantaged gap as well as providing the best possible education for those considered non-disadvantaged. Implicit in the intended outcomes detailed below is that all children's attainment will be sustained and improved. Our aims benefit the outcomes for everyone, even whilst we focus on ensuring the most vulnerable children are given every chance to thrive.

We use a range of robust evidence from a variety of sources in order to identify common challenges and individual needs of the impact of disadvantage so that they receive equity of provision. It is found by focussing on these, outcomes improve for everyone; allowing all to excel. To ensure our approaches are effective we will:

- work tirelessly to ensure early identification of children at risk of falling behind and develop timely interventions
- Have high expectations for what all of our children can achieve, based on current findings from cognitive science. We do not expect less of children because of challenges they have; we support so that they can overcome them and achieve alongside their peers
- All staff take responsibility in ensuring outcomes and expectations of what disadvantaged children can achieve are raised

Challenges

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

Challenge number	Detail of challenge
1	Attendance of some of our disadvantaged learners is lower than their non-disadvantaged peers

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2	Social and emotional literacy can be a barrier for some learners in accessing the curriculum and wider personal development opportunities.
3	Parental engagement and support for home learning can be lower for some disadvantaged pupils, including access to affordable wraparound care.
4	Access to opportunities and experiences as part of a broad and balanced curriculum.
5	The impact of previous disruptions to education (e.g., COVID-19) has disproportionately affected disadvantaged pupils, widening existing gaps.

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
The attendance of disadvantaged children will be in line with that of their peers.	<p>The attendance gap between disadvantaged and non-disadvantaged pupils are reduced by at least 2 percentage points by the end of the academic year.</p> <p>At least 90% of disadvantaged pupils meet or exceed the school's target attendance threshold (e.g., 95%) by July.</p> <p>Targeted families receive regular and documented engagement from attendance officers or pastoral staff, with attendance plans in place for all pupils falling below 90%.</p>
Social and emotional literacy will remain a priority across the school in light of challenges caused by COVID. Children will be well supported enabling an improvement in outcomes.	<p>100% of identified pupils receive targeted SEL (Social and Emotional Learning) support through structured interventions (e.g., Thrive, Zones of Regulation).</p> <p>Pupil voice surveys show a measurable improvement (e.g., 20% increase) in self-reported emotional wellbeing and confidence in accessing learning.</p> <p>Teachers report improved engagement and fewer behavioural incidents for targeted pupils, tracked through internal monitoring systems</p>

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Braddock CofE Primary School

<p>Parents will be supported to access their child's education, including access to wraparound childcare.</p>	<p>The school will fund 50% of the cost of residential trips to ensure that equal access is given to disadvantaged children.</p> <p>A hardship fund will support parents of disadvantaged children in purchasing necessities for accessing school learning i.e. uniform.</p> <p>As a result of improved access, children will feel included as part of their classroom and the wider school community.</p>
<p>Access to opportunities and experiences as part of a broad and balanced curriculum.</p>	<p>Disadvantaged children will have full access to experiences and opportunities offered as part of a broad and balanced curriculum.</p> <p>100% of disadvantaged pupils participate in at least one enrichment activity, educational visit, or extracurricular club each term.</p> <p>The school provides a minimum of one curriculum-linked experience (e.g., trip, visitor, performance) per term with no cost barrier for disadvantaged families.</p> <p>Chrome books devices will be available to all children to improve access to learning both in school and at home.</p>
<p>Closing gaps in learning.</p>	<p>Gaps in attainment between disadvantaged and non-disadvantaged pupils reduce by at least 10% in key year groups (e.g., Y2 and Y6).</p>

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,760

Activity	Evidence that supports this approach	Challenge number(s) addressed

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Braddock CofE Primary School

<p>1. Ensure stable, high-quality teaching staff in each year group through targeted recruitment and retention strategies.</p>	<p>High-quality teaching is the most significant factor in improving outcomes for disadvantaged pupils. Strategies such as financial incentives and supportive working conditions can aid in attracting and retaining effective teachers, particularly in challenging schools. Education Policy Institute, Parliament UK</p>	<p>1, 2, 5</p>
<p>2. Implement sustained, high-quality CPD focused on evidence-based strategies to support disadvantaged learners.</p>	<p>Sustained CPD programs that include regular support, opportunities for collaboration, and a focus on pupil outcomes have been shown to significantly improve teaching quality and student achievement, particularly for disadvantaged pupils. Education Policy Institute, Teacher Development Trust</p>	<p>2, 4, 5</p>
<p>3. Deploy a trained Teaching Assistant in each class to provide targeted support and deliver structured interventions.</p>	<p>When effectively trained and deployed, TAs can deliver structured interventions that lead to significant improvements in pupil attainment, especially for disadvantaged students. The impact is maximized when TAs work closely with teachers and receive appropriate training. Education Endowment Foundation, EEF Blog</p>	<p>2, 4, 5</p>
<p>4. Provide regular training for TAs to deliver evidence-based interventions and support independent learning.</p>	<p>Training TAs to deliver structured interventions and promote independent learning skills can lead to improved academic outcomes for disadvantaged pupils. Effective deployment includes preparation time and collaboration with teachers. Education Endowment Foundation, IRIS Connect</p>	<p>2, 4, 5</p>

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

Budgeted cost: £34,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Braddock CofE Primary School

<p>1. Employ a part-time Trauma-Informed Schools (TiS) Practitioner to work across the cluster, providing targeted support for pupils affected by trauma.</p>	<p>Implementing a whole-school trauma-informed approach, including trained practitioners, enhances student engagement and reduces behavioral issues. The Youth Endowment Fund supports such initiatives to foster a safe and inclusive school culture.</p> <p>The member of staff will be a qualified Trauma Informed Schools Practitioner with the skills required to support and enhance well-being, including social and emotional literacy. Strategies will be provided in small group or individual sessions that will allow the children to engage and remove barriers to their learning. Families will have a consistent go-to person that can support with matters arising outside of school with signposted guidance</p>	<p>2, 5</p>
<p>2. Provide structured one-to-one and small group interventions using trained Teaching Assistants (TAs) for targeted academic support.</p>	<p>Structured interventions delivered by trained TAs can lead to significant improvements in pupil attainment, especially for disadvantaged students.</p>	<p>2, 5</p>
<p>3. Offer targeted support sessions for pupils with low attendance to address academic gaps and re-engage them with learning.</p>	<p>Tailored academic support for pupils with attendance issues can help close learning gaps and improve overall engagement.</p>	<p>1, 5</p>
<p>4. Conduct regular assessments to monitor the progress of disadvantaged pupils receiving targeted support, adjusting interventions as needed.</p>	<p>Continuous monitoring and evaluation of interventions ensure that support strategies are effective and responsive to pupil needs.</p>	<p>5</p>
<p>5. ChromeBook devices for all KS2 children</p>	<p>The school will continue to maintain and purchase new technology for children to ensure that all learners in Yrs 3-6 have a Chromebook each to access learning from home.</p>	<p>5,3</p>

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Braddock CofE Primary School

6. Educational Platforms to provide flipped and blended learning opportunities	The purchase of online learning platforms that closely match and monitor the children's ability will provide staff with the ability to closely monitor Learning platform examples: Magma maths TTRS and Fiction Express	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A designated member of staff responsible for tracking the attendance of all children in conjunction with the Headteacher	Office staff will be given release time to check attendance every morning and monitor the well-being of children not attending through phone calls with parents. This will decrease instances of persistent absence.	1
Incentives that promote good attendance Maintain Wraparound Care that is subsidised for disadvantaged pupils.	The school will invest in incentives and rewards that will promote good attendance across the school. This will be widely publicised and share in our weekly Celebration Assembly. Breakfast clubs in primary schools have significantly improved attendance and focus among students. Subsidised breakfast and after school clubs aim to reduce barriers to education and assist parents with childcare.	1,5
Equal access to learning opportunities	The school will fund up to 50% of the cost of residential trips to ensure that all children have equal access to opportunities which in turn will promote well-being.	3,4

Total budgeted cost: £ 44,646

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 2024 to 2025 academic year.

During the 2024–2025 academic year, Braddock School implemented a focused and responsive Pupil Premium approach which led to noticeable improvements in the achievement and wellbeing of disadvantaged pupils. By combining targeted academic support, strong pastoral care, and inclusive whole-school practice, the school has strengthened outcomes across several key areas.

One of the most significant developments has been improved attendance. Attendance for disadvantaged pupils increased, bringing it much closer to that of non-disadvantaged pupils. This progress reflects the effectiveness of enhanced monitoring procedures, close work with families, and well-established pastoral support, all of which have helped pupils develop more positive attitudes towards regular school attendance.

Educational attainment has also improved. Disadvantaged pupils are now making progress that is broadly in line with their peers in Reading, Writing, and Mathematics. High-quality classroom teaching, supported by skilled teaching assistants and carefully planned intervention programmes, has played a key role in this success. Ongoing assessment and the effective use of pupil progress data have enabled staff to identify and address learning gaps swiftly, ensuring consistent support for those who need it most.

In addition, the school has prioritised access to enrichment and wider experiences. All pupils eligible for Pupil Premium were given the opportunity to take part in at least one extra-curricular or enrichment activity each term. Participation in activities such as sports clubs, music opportunities, and curriculum-based visits has supported pupils' personal development, increased confidence, and enhanced their engagement with school life.

These improvements highlight the positive impact of Braddock School's Pupil Premium provision and reinforce the school's commitment to fairness, inclusion, and high expectations for all learners. Moving forward, the school will continue to refine its approach to sustain progress and further reduce any remaining gaps.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the

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previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider