

Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of Pupil Premium 2025-2026 academic year funding to help improve the attainment of our disadvantaged students.

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. This is a rolling three-year strategy plan, Part B evaluates last academic year's (2024-2025) intervention and impact.

School overview

Detail	Data
School name	Bradon Forest school
Number of pupils in school	995
Proportion (%) of pupil premium eligible pupils	213 = 21.45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 – reviewed 2024-2025 – reviewed 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Haines
Pupil Premium Lead	Catherine Chappell
Governor / Trustee Lead	Nick Lindley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,680
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	£198,680

Part A: Pupil Premium Strategy Plan

Statement of Intent

Focused objectives

- To narrow the progress gap between disadvantaged learners and non-disadvantaged learners.
- To improve staff understanding of the barriers our disadvantaged students face, so they are better able to support disadvantaged learners
- To work with disadvantaged students to raise their attendance and reduce the impact of absence on their learning,

Challenges

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

Challenge number	Detail of challenge
1	Progress of disadvantaged learners as a group is lower than that of the non-disadvantaged learners. Progress in maths is more encouraging (a positive P8 score in 2025 GCSEs), with the largest gap in English GCSE results (a P8 difference of 0.8).
2	Reading ages of disadvantaged learners are, on average, lower than that of non-disadvantaged students. Data for the current academic year shows Year 7 disadvantaged readers are 1.5 years behind non-disadvantaged peers (the largest gap), and in order of gap size Year 8 – 1.4, Year 10 – 1.3, Year 11 – 1.1 and Year 9 – 0.8. Lower reading ages contribute to the progress and attainment gaps.
3	Attendance data for 2024 – 25 shows that attendance for disadvantaged learners is between 7 – 8.5% lower than that of non-disadvantaged, with persistent absence 2% higher and severe absence 6% higher in the disadvantaged student group. This has a severe impact on student learning, contributing to the progress and attainment gaps.
4	Raising staff awareness of disadvantaged learners and their individual needs to enable targeted in class 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
Improvement in disadvantaged learner progress and outcomes.	<p>KS4 performance measures in 2027/28 show a narrowing progress gap and attainment outcomes at GCSE have improved.</p> <p>KS3 data collected and difference between disadvantaged learners & non-disadvantaged learners narrowed.</p>
Attendance gap between disadvantaged learners and non-disadvantaged learners students reduced.	<p>Attendance of disadvantaged learners to have improved so the gap is narrowed.</p> <p>Persistent and severe absenteeism to have been reduced in this group of students.</p>
Quality first teaching in all classrooms.	<p>Lesson observation feedback, pupil voice, book looks & progress data identifies that all students have lesson experiences enabling them to make good progress.</p> <p>More disadvantaged learners placed in higher sets across the school and more positive and aspirational setting approaches adopted.</p>
The gap in reading ages narrowed for disadvantaged learners.	<p>Reading age tests showing that disadvantaged learners have made accelerated progress and reading ages are closer to chronological ages, aiming for closing the gap by at least 0.5 years.</p>
All staff having a better understanding of the context of disadvantaged learners, and able to confidently identify the disadvantaged learners that they are working with.	<p>Staff able to identify the disadvantaged learners in their classrooms / pastoral groups that they work with.</p> <p>Staff able to target support in an effective way based on the context of the learners, and show the impact of that support.</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: £91,194 per annum

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of Pupil Premium coordinator to oversee Disadvantaged Learners strategy working with Assistant Head as Strategic lead	Successful schools “have clear, responsive leadership” DFE <i>Supporting the Attainment of disadvantaged pupils: articulating success and Good practice</i> . EEF Implementation Guide states that “school leaders play a central role in improving education practices through high quality implementation” by “defining both a vision for, and standards of desirable implementation”	3,4
Whole school literacy programme continued and developed this academic year. Tutor programme of reading, Lexia reading and tutoring in phonics.	EEF toolkit Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) (+ 6months) A wide range of strategies and approaches can be successful, but for many students they need to be taught explicitly and consistently. It is crucial to support students to apply the comprehension strategies independently to other reading tasks, contexts and subjects.	1,2
Regular tutor meetings, Teaching and Learning briefings, Pastoral meetings to identify/inform of student needs, concerns and signpost intervention, Raising standards meetings and academic panels with parents and students.	A clearer understanding of the needs of the students will support staff in delivering high quality teaching. Raising standards meetings and academic panels allow time for discussion with parents and students to discuss barriers to learning, strategies for exam success and how to develop good learning habits.	1-4
Appointment of PSA. Building home school relationships, promoting the attendance of parents at school events, supporting parents to support Disadvantaged Learners’ learning at home.	EEF Toolkit: Mentoring EEF (educationendowmentfoundation.org.uk) Evidence suggests that some students from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these students, as the development of trusting relationships with an adult or older peer can provide a different source of support.	1-3

<p>Ongoing CPD informing/modelling quality first teaching</p> <p>Staff invited to observe other staff when excellent classroom practice is seen</p>	<p>EEF Toolkit:</p> <p>Oral language interventions EEF</p> <p>Oral language approaches can have a high impact on pupil outcomes, will require that staff have the training and time to ensure that any changes in their practice are integrated into the curriculum to ensure the intervention is most effective.</p>	<p>1 and 2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,862 per annum

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all students. 	<ul style="list-style-type: none"> EEF guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk) Sutton Trust – quality first teaching has direct impact on student outcomes. Microsoft Word - Teachers Impact report final.docx (suttontrust.com) <p>The effects of high-quality teaching are especially significant for students from disadvantaged backgrounds: over a school year, these students gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor students the difference between a good teacher and a bad teacher is a whole year's learning.</p>	<p>1 - 4</p>
<p>Purchase web-based programs to be used in school and at home.</p> <ul style="list-style-type: none"> Lexia Seneca Sparx Maths <p>Engage with free trial of additional web-based programs to be used at school and at home.</p> <ul style="list-style-type: none"> Sparx Science Sparx Reader 	<p>EEF toolkit – parental engagement</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence also suggests that disadvantaged students make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>EEF guide to Pupil Premium – targeted academic support Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – Using Digital Technology to Improve Learning EEF</p>	<p>1 - 3</p>

	<p>educationendowmentfoundation.org.uk digital technology – clear evidence technology approaches are beneficia for writing and maths practice.</p> <p>Technology can be engaging and motivating for students. However, the relationship between technology, motivation, and achievement is complex. Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers</p>	
Structured maths intervention in small groups – additional to timetabled lessons (y11)	<p>Maths interventions provided by a highly trained professional, to a small group of ‘at risk’ children leads to improved maths knowledge and attainment.</p> <p>” 8 ways to deliver effective maths interventions MNP Blog (mathsnoproblem.com) ”</p>	1
<p>Specialist guests invited into school to work with key students</p> <p>Authors, production companies, professional sports players and other professionals from outside of the educational setting are invited in to support interventions and cultural capital opportunities for Disadvantaged Learners</p>	<p>How to support pupils with poor working memory Tes</p> <p>Persistent poverty and children's cognitive development: evidence from the UK Millennium Cohort Study - Dickerson - 2016 - Journal of the Royal Statistical Society: Series A (Statistics in Society) - Wiley Online Library</p> <p>Researchers Andy Dickerson and Gurleen Popli from the University of Sheffield used evidence from the UK Millennium Cohort Study to suggest that poverty, and in particular persistent poverty, in a child’s early years has a significant impact on their cognitive development.</p> <p>Mark Enser discusses widening cultural capital to allow for longer term retrieval</p> <p>https://www.youtube.com/watch?v=nVCv1m15EVQ</p>	1,3

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

Budgeted cost: £ 56,623 per annum

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> PSA – employed on a 3 day a week contract PP families identified as requiring support receive regular phone calls from 	<p>School-Home Communication Strategies responsiveclassroom.org</p> <p>When school leaders, teachers, and other school staff respect parents/carers and share information with them openly and frequently, parents are more likely to trust and work with the school to support their child’s learning.</p> <p>Working with feeder primary schools, LA and all professional bodies to ensure support is appropriate and adequate.</p>	1 - 4

<p>PSA, pastoral team and offers of support, as well as curriculum materials and guidance such as reading strategies.</p> <ul style="list-style-type: none"> • Home visits • Signposting for support. Working with pastoral team to create a beneficial support package, such as rewards scheme for low school attendees. Addressing issues in the classroom as well as with the Disadvantaged Learner. 	<p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>Conducted where necessary</p> <p>EEF toolkit– Parental engagement</p> <p>New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	
<ul style="list-style-type: none"> • Attendance Team, SSA, PSA phones persistent absentee families if student not in school and plans robust support. • Clear action plans reinforced by Reward schemes to encourage low attendees to come into school • 1:1 meetings to discuss barriers to attending school – interventions and reduced timetables offered if appropriate to support a reintegration into school. 	<p>Attendance data:</p> <p>An evidence informed approach to... Durrington Research School</p> <p>Supporting the attainment of disadvantaged students; 'articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place.</p> <p>Data shows students with highest attendance make the most progress at, due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good student attendance.</p>	3
<ul style="list-style-type: none"> • Cultural capital experiences promoted within the curriculum. • Experiences built into curriculum including Y11 mock interview day • Year 10 - work experience • Trips / educational visits subsidised for disadvantaged learners 	<p>What is cultural capital? – Cultural Learning Alliance</p> <p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged students. Student surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in student books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p>	1-3

<ul style="list-style-type: none"> • Sports events promoted to PP are encouraged to attend WHOOSH registers taken to gauge attendance. • Outdoor learning encouraged through visits to local farms and other sites of interest • Homework Hub run weekly for targeted support with Disadvantaged Learners. 	<p>Mark Enser – supporting wider curriculum to improve retrieval https://www.youtube.com/watch?v=nVCv1m15EVQ</p>	
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Total budgeted cost: £ 198,680

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 students in the 2024-2025 academic year.

4th Annual Review

2024-2025 Review

Headlines:

- **2025 exam results were:**

- FSM Progress 8 (est): -0.43 Attainment 8 = 31.88
- Disadvantaged Progress 8 (est): -0.16 Attainment 8 = 36.22

The school's attendance has very much mirrored the national picture and, as a result, attendance support has been our priority this academic year, with a focus on academic progress sitting alongside this. Students can only benefit from high quality teaching, improved relationships with staff, and enrichment programmes if they are present, so it has been important to take a robust approach to this, especially with regard to our disadvantaged learners.

Building on the work of previous years, a key group of students with low attendance were monitored by the Disadvantaged Team throughout the academic year. Students were seen individually on a weekly basis to review attendance data, discuss any issues and reward improvements. This had a measurable improvement upon their overall attendance, and students reported that they felt valued and able to make better decisions regarding their attendance, as they were empowered by having more information and a better understanding. Student voice showed that this approach ensured disadvantaged learners were more aware of the impact of attendance on their

outcomes: "It made me think whether I was really too ill to come to school, or whether I could give it go".

Furthermore, information from these individual sessions was shared with staff via reports and briefings, allowing for barriers to attendance to be addressed more rapidly, before poor attendance became habitual, and it further raised awareness of individuals amongst staff. Feedback from staff was positive about the impact this had on their way of working, and the improvement in attendance data is testament to the impact this work had on these students.

Attendance remains a challenge across our school community, as it is across all schools, and this approach is now an established practice across the school and will continue moving forwards into the new academic year.

Alongside prioritising attendance, this year has seen a continued focus on improving academic progress. As part of a commitment to ensuring the school experience is enriching and attractive, funding has been allocated to the following initiatives: Art workshops, attendance rewards, an author visit for Years 9-11, trips, including to the theatre, and extra-curricular activities including BMXing and the provision of a free breakfast alongside the standard FSM offer (parental sign up & need allocated). Alongside this, disadvantaged learners also benefited from the funding of revision resources, music lessons (alongside sponsorship from Wiltshire LA), uniform and equipment, thus ensuring that they were able to engage with their school experience in a comparable way to their non-disadvantaged peers.

In response to EEF research that states that *'pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport club or other physical activities outside of school due to the associated financial costs (e.g. equipment),'* and that providing such opportunities can have an *'impact on progress,'* the school remains committed to also supporting disadvantaged learners through wider strategies. Alongside the research, our own evaluation of previous projects has demonstrated that participation in challenging physical activities in an outdoor learning setting has a positive impact on the development of non-cognitive skills such as resilience, self-confidence and motivation. As an example, in 2023-2024, all students in Year 8, 9 and 10 were given the opportunity to take part in the BMX scheme we offer. Of 100 eligible students, 85 took part, and 23% of parents of those who participated contacted the school to thank us for the opportunity, 85% of participating students reported that the scheme had increased their confidence more globally (72 students), 100% said they would take the course again, 60% said they are now riding out of school and 70% expressed the desire to compete in a BMX event at sports day. As a result of this success, the BMX course has continued to run during 2024/25 and again during 2025/26.

Whilst interventions have an important place in supporting Disadvantaged Learners, Bradon Forest School understands the key value of Quality First Teaching and ensuring that all staff support these students across their school experience. In support of this work, all Disadvantaged Learners completed a pupil passport with a supportive adult, which was then uploaded to ClassCharts to provide all teaching and support staff with information regarding how the pupils felt about their barriers to learning and suggested supportive strategies from the student themselves. Responses from the staff

demonstrated the impact this had on establishing effective and supportive working relationships within the classroom, with staff reporting the significant value they found in the insights provided. Furthermore, student voice evidenced that the disadvantaged learners were positive about the process, as they felt heard by staff and it gave students the opportunity to share information so they could be better supported. This was echoed by evidence from learning walks and subject reviews, which identified the strength of relationships in the classroom and that teachers were clearly well-informed about the needs of the students in their classes.

Termly updates from the Disadvantaged Learners Lead in staff briefings and through attendance at HoS meetings, ensured that the provision for Disadvantaged Learners was kept in focus for all staff, in all lessons. On-going professional development work saw the sharing of evidence-informed practice (e.g. focused check-ins; targeted questioning; targeted feedback approaches) and senior and middle leaders ensured that they considered disadvantaged learners when undertaking Quality Assurance, as evidenced in their notes and the minutes of meetings. In addition, the Disadvantaged Learners Lead ensured a focus on individuals' needs, so that teachers could further understand the unique challenges faced by individuals. The impact of this was again evident in learning walks and feedback via student and staff voice.

To ensure best possible practice, the Disadvantaged Lead continued to attend termly Wiltshire Council Right Choice meetings, to focus on key initiatives which aligned to the Bradon Forest Pupil Premium Action Plan. They also regularly attended the collaborative meetings of the Disadvantaged Leads from across the MAT, which offered the opportunity for further CPD and to share good practice and collaborate on projects. Both avenues had a significant impact on ensuring the Disadvantaged Lead was supported and informed regarding new developments and research, and due to the secure knowledge of our Pupil Premium offer, the Disadvantaged Lead was able to contribute to meetings regularly.

Attendance at the Right Choice meetings also ensured the school was well-placed to signpost the external support offered by Wiltshire Council, which was communicated to parents and careers and included the FUEL holiday clubs for FSM families, support to gain access to foodbanks and the information on cheap / free places to eat each holiday, which had significant take up. Parental feedback was very positive regarding this and the support it provided, and the school ensured the information was readily available on social media during school holidays, to support families outside term times.