Pupil premium strategy statement – Bredon Hill Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	474
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2026 – 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	D West
Pupil premium lead	C Bartlett
Governor / Trustee lead	J Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76, 330
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*	£76, 330

Part A: Pupil premium strategy plan
Statement of intent

At Bredon Hill Academy, we want all of our pupils to achieve, belong and thrive regardless of starting point or background. The greatest challenges we face is to raise substantially the attainment of all our pupils, whilst closing the persistent gap between groups of young people who face various barriers to learning, causing them to experience disadvantage often from birth. In an increasingly challenging world, we are aware that more of our families are falling below the poverty line as a result of the cost-of-living crisis. We are also aware that support agencies and services have been diminishing within our local geographical context. We therefore aim to work alongside our families in a partnership that will enable us to accomplish higher attainment by:

-providing high quality teaching and learning as we know that high quality teaching has the highest possible impact (EEF research) on those pupils who come to the classroom with pre-existing inequalities and barriers.

-the use of effective feedback, teaching our pupils metacognitive strategies and learning collaboratively which we do through spending some of our budget on increasing leadership capacity and securing high quality professional development to ensure excellence.

- addressing the language gap as it is one of the biggest causes of underachievement in later life. Timely and rigorous assessments help us to identify which pupils require high quality direct vocabulary instruction and interdisciplinary reading strategies. This increases their word knowledge and language skills which raises attainment. We have therefore spent a proportion of our budget on the EEF project to improve our knowledge and skills in 'Tackling Disadvantage through Literacy' as part of a wider Worcestershire drive to close the widening gap between learners within the county.

- supporting and working collaboratively with families in addressing attendance barriers, equipment barriers, language barriers, reading barriers, aspiration barriers, support barriers and learning barriers through targeted academic mentoring by our three pupil premium champions. Each champion targets one year group and builds a trusting relationship with our identified pupils to support self-esteem.

Our approach will be responsive to common challenges and individual needs, rooted in EEF research and will not make assumptions about the impact or contexts of being disadvantaged. To ensure our approach is effective, we will:

 - ensure disadvantaged pupils are challenged in the work that they are set;

 - act early to intervene at opportune moments;

- adopt a whole school approach in which all staff take responsibility for raising expectations and achievements of disadvantaged learners. To ensure they are effective we will:

-ensure pupils with barriers are challenged in the work they are set to know more, remember more and do more.

- act early to intervene at the point need is identified.

- adopt a whole academy approach in which all staff take responsibility for those pupils identified as pupil premium to raise their outcomes and expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium cohort has a lower-than-average ability on entry to school for reading (SAS 88.3), writing and maths (SAS 86.9). This includes phonics. Additionally, we have a significant increase in pupils on the SEND register and we are monitoring for further SEND needs amongst our cohorts. 19% of Pupil Premium pupils also have identified special educational needs and disabilities.
2	Assessments, observations and discussion with KS2 and KS3 pupils indicate that our identified pupils generally have lower levels of reading fluency and stamina than peers. 47% in year 6, 56% in year 7 and 52% in year 8. This impacts progress in all subjects.
3	Our observations suggest that our identified pupils show less ability to be able to apply self-regulation and metacognitive strategies when faced with challenging learning tasks. This is indicated across the curriculum.
4	Our assessments (including pupil voice by our SIP and well-being surveys/school nurse survey) and discussions with pupils and families have highlighted that social and emotional issues impact on many of our pupils' daily learning. This is highlighted in behavioural requests for support, which remain low, but a disproportionate percentage stem from families who are in receipt of pupil premium funding.
5	Our attendance data over the last three years indicates that attendance among our identified pupils has been 5% lower than for peers. This trend is continuing this year. Our 'persistently absent' pupils (below 90%) currently is lower this year. However more are from our identified pupils. Our assessments and observations indicate that absenteeism is negatively impacting on pupils' progress.

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
All pupils within our identified group will have closed gaps with their peers so that across reading, writing and mathematics their SAS scores when they leave in year 8 are not lower, but in line or above. Approach: QFWT on a daily basis across the curriculum. Timely and rigorous assessments at key points during the three years that identify gaps closing and foci for QFWT. Academic mentoring by identified champions across three-year cycle. Range of experiences that consolidates and aids accelerated progress through increasing cultural capital, study skills and social and emotional support. Family engagement through evenings and newsletter, targeted family meetings and Bredon Festival. Use ongoing formative assessments to identify knowledge gaps quickly and adapt teaching responsively to address them. Ensure all interventions are structured, evidence-informed, and monitored regularly to track pupil progress and make adjustments.	A higher percentage of PP children achieving the "expected standard" (EXS) or "greater depth standard" (GDS) in these subjects. Progress scores for PP pupils in reading, writing, and maths improving to the point where the gap with their non-PP peers is negligible or eliminated. PP pupils demonstrating the expected level of progress from their individual starting points, in line with other student cohorts.
The reading fluency and stamina of pupils increases and this is reflected in FFT Aspire RAP scores. This will also show a closing of the gap between identified pupils and their peers. Approach: FFT Aspire RAP scores increase over the three-year cycle year. Reading for pleasure is at the heart of school culture for all pupils. Reading is experienced in most lessons and that this contributes to the stamina and fluency of all pupils but especially to the identified group of pupils. Reading strategies employed across the school are inclusive and shown by evidence (EEF) to have the highest impact for the lowest cost.	The pupils will read text with at least 95% accuracy (identifying words correctly) to ensure comprehension is possible. The pupils will use secure phonics knowledge and word-recognition skills to decode unfamiliar words efficiently. The pupils will self-correct errors while reading to ensure the text makes sense. The pupils will read at an appropriate pace that allows for understanding, not too fast or too slow. The pupils will achieve a target number of correct words per minute (CWPM) for their specific year group, aligned with national norms (e.g. aiming for around 140 WCPM from Year 6 onwards). The pupils' reading rates are sufficient to access age-appropriate texts across the curriculum. The pupils will use appropriate phrasing and intonation (e.g., voice tone rises and falls with punctuation, pauses for commas and stops for full stops).

	The pupils' expressive reading reflects the mood or feeling of the text, demonstrating an understanding of the content.
	The pupils will avoid "robot reading" (word-by-word reading) and instead read in meaningful phrase groups.
	The pupil can read independently for a progressively longer, set amount of time (e.g., starting with 30 minutes and gradually increasing each year to an hour in year 8).
	The pupils will be able to maintain comprehension of the text even as the length of the reading task increases (verified through quick quizzes, discussions, or summaries after reading).
	The pupils will successfully engage with longer, multi-chapter texts or whole books, rather than just short excerpts.
	The pupils will demonstrate increased motivation and a positive attitude towards reading for pleasure, choosing to read for longer periods or taking ownership of their reading journey.
All pupils, but particularly our identified pupils, will be able to use self-regulatory and metacognitive strategies within classrooms to meet the challenges presented by learning. This will be observable and reflected in academic progress and increased attendance and decreased negative behaviour records. Approach: Pupils explicitly taught using teaching strategies to help them to plan, monitor and evaluate specific aspects of learning and this will be shown through DDPs and schemes of learning. Teachers will promote metacognition by modelling their thinking aloud. Teachers will promote reasoning, argumentation and debate to develop metacognition and self-regulation. This is because it encourages pupils to reflect on their learning, the learning of others, and draw connections between topics	Metacognitive talk: Increased use of learning-focused language in classroom discussions, such as "My plan is...", "I need to change my strategy because...", or "Next time I will...". Learning journals/logs: Written reflections where pupils document their strategies, challenges, and self-assessment. Improved academic performance: Attainment data showing that identified pupils are closing the gap with their peers across subjects, demonstrating that the strategies are having a positive impact on outcomes. Teacher and peer observations: Teachers (and peers) noting pupils independently applying learned strategies and supporting each other. Goal-setting and self-assessment rubrics: Pupils actively using and referring to success criteria and rubrics to manage their own learning.
SEMH needs are addressed and pupils are able to focus on their learning whilst being supported to learn and use healthy coping strategies to maintain healthy and independent future lives. Approach: By fostering a supportive and inclusive environment. Helping students develop self-awareness, empathy, and emotional resilience through QFWT, our supporting family's approach, Thrive, ELSA and PSHE and the tutor programme. To create safe and inclusive classroom spaces, promoting open communication and encouraging	Improved outcomes in SEMH assessments Reduction in reported incidents of dysregulation or challenging behaviour. Positive feedback from pupils, parents, and teachers through questionnaires or pupil voice exercises. Evidence of increased confidence and social skills through pupil voice and staff observation. Parents feeling more supported by the school community. Increased uptake and engagement of PP pupils in enrichment activities: 80% of PP pupils accessing at least one club.

students to express their feelings and concerns without judgement. For school to collaborate with families and mental health professionals to develop a network of support, establishing a community that nurtures and empowers students to thrive academically, emotionally, and socially.	
To increase attendance and to mitigate against pupils becoming persistently absent. Approach: Dedicated and focused response: To monitor attendance, make first-day calls, and build relationships with families. Parental engagement: Involving parents early and frequently, potentially through information sessions, home visits, or attendance contracts. Targeted support: Providing personalised support or assigning a mentor to persistently absent PP pupils. Removing financial barriers: Using PP funding to cover costs for uniforms, school trips or extra-curricular activities that might otherwise lead to absence. Data monitoring: rigorously tracking attendance data (overall and for specific groups/individuals) to identify issues early and inform interventions.	Increase overall PP attendance so that it is closer to being in line with peers. Reduce persistent absenteeism (PA): Reduce the number of persistent absentees among pupils eligible for PP. Narrow the gap: Reduction in the gap between PP and non-PP attendance in comparison to the previous year.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Second year of the EEF and WCC 'Tackling Disadvantage Through Literacy'. Focus on further development of reading and writing across the whole school with words of the week, whole class reading strategies (e.g., choral reading), extended tutor reading programme	Oral language and reading comprehension strategies are both found to have high impact for very low cost through the EEF.	1,2 and 3

and targeted reading interventions e.g., FFT Lightning Squad, Literacy Gold Modelling and sharing a language and word-rich development, focused on tier two vocabulary. Modelling and sharing a language and word-rich development, focused on tier two vocabulary.		
Opportunities to close gaps in KS2 numeracy and KS3 pupils who did not attain EXS in year 6 through interventions and engagement in GLOW network.	The GLOW Maths Hub uses EEF's evidence to inform its professional development programmes, which in turn helps schools effectively use their Pupil Premium funding.	1
Use high quality CPD from evidence-based providers and linked to development targets. One member of staff is undertaking the ELSA qualification.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF Guidance on improving	All

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

Budgeted cost: £ 31,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment and deployment of existing support staff to facilitate or lead targeted interventions.	Supporting pupils with reading comprehension strategies and other interventions is found to have high or very high impact. Using the same member of staff to support some identified pupils with their social and emotional learning will also reinforce resilience and positivity. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	1, 2 and 3
Use TAs to support phonics delivery and other core skill support for	Research suggests Teaching Assistant interventions have moderate impact, but a focus on phonics (where needed) has high impact for a very low cost. As a school, we are using the FFT Lightning Squad because it suits our context for accessibility, the length of the programme, our previous outcomes through it and the research surrounding its impact (e.g., www.lended.org.uk and other schools' evaluations). We also use Literacy Gold to support our increase in pupils	1,2, 3 and 4

individuals and small groups.	who have dyslexic tendencies or problems with reading due to eye weaknesses. Post COVID, there is an increasing body of research referencing increased screen-time and lack of access to opticians that has impacted children's vision and therefore negatively impacted learning.	

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

Budgeted cost: £ 28,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of wider reading material to all pupil premium pupils. Purchase of revision guides and online study materials for KS2 pupils approaching assessments.	Improving vocabulary through having appropriately challenging reading material to support cultural capital by including a wide range of authors and genres, but also linked to what pupils are studying thematically in English lessons. Further research is available here: https://www.oup.com.cn/test/wordgap.pdf Positive evaluations and impact over previous three years.	1,2 and 5
Ensure all pupils have access to technology, uniform and equipment such as scientific calculators, music tuition and art resource materials to support home learning, through individual staff bidding for funding when an identified need arises.	These activities are bespoke to avoid treating disadvantaged pupils as a homogenous group, but would be grounded in research such as arts participation and trips to support cultural capital.\n\nEach bid is evaluated for impact, based on need e.g., improvement in attendance, attitude to learning or other specific outcomes. For 2025/26, as a consequence of expanded provision, there will be the opportunity to increase in opportunities for interested pupils to receive music tuition.	All
Three staff are responsible for offering additional pastoral support to pupil premium learners, such as encouragement in extracurricular take-up, contact with parents/carers if nonattendance at parents' evening and academic mentoring. Continue to complete a cultural capital/diagnostic survey for all pupils on entry to support with identifying gaps linked to wellbeing or wider experiences, particularly for disadvantaged pupils. Family engagement through champions, HOY and SLT alongside EWO.	Arts participation has moderate impact. Mentoring is identified to have low impact but is deemed important for identified pupils and can also act as a form of behaviour intervention for some. Improving parental engagement is judged to have moderate impact. Parental Engagement has moderate impact for very low cost, all according to EEF research.\n\nEvidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.\n\nEEF recommends that schools start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively, and avoid widening gaps. Target and communicate carefully to avoid stigmatising, blaming or discouraging parents. Focus on building parents' efficacy: that they are equal partners and can make a difference. Encourage a consistent approach to behaviour between parents and the school, for example, by sharing	All

	expectations with parents. Plan carefully for the following: a convenient time and location, face-to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions. This can be an effective approach for parents that struggle to attend meetings in settings, and for building relationships.	
SLT to complete audit of provision as part of EEF project		
Employment of a Counsellor for two days per week. Through our accreditation, we adopt a trauma-informed approach: overcoming learning barriers, particularly for disadvantaged pupils, by fostering engagement and wellbeing through nurturing and trauma-informed practices/principles and a whole academy approach to self-regulation. Deployment of an existing cover supervisor as a Wellbeing Lead, including an Enrichment session, 1-2-1 sessions and small-group interventions. Set-up of The Hub as a space to support wellbeing, small group interventions, pupils who are struggling to attend and vulnerable learners. Deployment of an existing TA to retrain as ELSA practitioner, to support Wellbeing Lead and lead provision in our second year of the Hub.	Targeted social and emotional learning support is reported to have moderate impact. As above, targeted wellbeing mentoring and support is deemed vital for identified pupils to support their attendance, resilience and mental health, particularly in the absence of available services beyond the school. The EEF (Education Endowment Foundation) recognises Social and Emotional Learning (SEL) as an important area for supporting pupils' attainment and wellbeing.	3, 4 and 5

Total budgeted cost: £ 76, 330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a middle school, pupils join us in year 6 and leave at the end of year 8. Year 6 pupils take their KS2 assessments after being at the school for only two terms.

GL Progress Tests in English, maths and science are usually used at the start of year 6 to baseline our pupils on entry to the school. They are also repeated at the start of year 7 and end of year 8 to support KS3 baseline data and exit data respectively. The assessments check pupils' knowledge, understanding and application in the core subjects, track progress at individual and cohort level and indicate possible gaps in learning. As they are standardised on over 100,000 students, with benchmarks verified each year based on analysis of over half a million pupils, they are a robust, external tool to help us assess the impact of our curriculum and the progress our pupils make over their three years with us. They are therefore a far more helpful indication of the progress pupils make with us in comparison to KS2 outcomes.

Year 6 outcomes for KS2 SATs 2025 were as follows:

	Number	% Expected Standard RWM	Reading	Writing	Maths	GPS
PP	25	64%	84%	76%	72%	84%
Whole School	161	68%	85%	82%	80%	84%

This year shows that in GPS assessments pupil premium pupils performed in line with their peers. **They performed above the national average in Reading and writing and GPS.** It also shows that all pupils made good progress from their entry points as shown below. The money spent on the Glow support and the additional guidance received made for improved outcomes in maths. This will continue into 2026 as an effective way of spending pupil premium funding.

Year 8 Exit Data 2024-25

 We are pleased that the performances of our PP/FSM pupils in their exit GL assessments are in line with performances of all pupils (i.e., PP and non-PP) nationally.

 Furthermore, the table below shows the % of pupils using GL Assessment data who made 'at least' or 'above expected' progress through GL's stanine progress grids. All PP/FSM pupils made at least expected progress from their baseline tests in English and were in line with their peers in Maths.

Entry to Exit Progress Data 2024-25 Cohort English Data (overall)

	Number of Students	At Least Expected Progress	Above Expected Progress
All Students	143	98%	59%
Males	72	98%	54%

Females	71	98%	65%
FSM	**15**	**100%**	47%
Non-FSM	128	97%	60%
PP	**15**	**100%**	47%
Non-PP	**128**	**97%**	60%

Maths Data

	Number of Students	At Least Expected Progress	Above Expected Progress
All Students	143	95%	86%
Males	72	92%	81%
Females	71	100%	91%
FSM	15	94%	67%
Non-FSM	128	95%	88%
PP	15	94%	67%
Non-PP	128	95%	88%

Additionally:

• All PP pupils received a set of books to support wider reading and vocabulary development – 98% of pupils responded to this positively and 74% reported they were reading more at home as a consequence.

• All PP pupils in year 6 received an art home learning pack, enabling them to improve skills and quality of homework. Again, this was very positively received, and the Head of Art completed pupil voice and data analysis to assess impact. PP pupils in years 7 and 8 received these in the previous academic year and were offered top up materials, where needed. From internal data, historically the gap between PP and non-PP pupils in art was significant, particularly linked to PP pupils' ability to work independently. This intervention has considerably reduced the gap, improved PP pupils' attitudes towards the subject and there continues to be a targeted lunchtime club to further support those who need it.

• Some pupils were also invited to an Early Birds Club to support their organisation, confidence and have a breakfast snack. We have through feedback designed a further support for year 7 pupils called Soaring Sevens led by a TA. This is to cater for developmental shifts appropriate for KS3 pupils. Breakfast was provided for all pupils for SATs practice week and the real week to support readiness and attendance. The school has switched to external catering provision and all PP pupils and those identified as vulnerable are provided with a general £3.50 per day break/lunch menu. Most PP pupils to date have continued to have a piece of toast or similar.

• PP Funding has helped purchase maths text books, Spelling Frame and SATs Boot Camp subscriptions, music lessons and instrument hire and Literacy Gold and FFT Lightning Squad for those with identified needs. Spelling Frame contributed to a further

rise in GPS attainment to being above national average for the second year running.
Individuals on Dyslexia Gold and FFT Lightning Squad have been evaluated individually by the Head of English. Support staffing was increased using PP funding to help staff these interventions and general classroom support. PP pupils outperformed their peers in the year 6 GPS and Reading papers. 100% of year 8 PP pupils met expected progress or above.

• The number of PP pupils engaging in extra-curricular and leadership roles increased in comparison to the previous year through increased whole staff awareness and the work of PP Champions. At the end of the 2024-25 academic year 82% of PP pupils were regularly taking part in lunch time clubs compared to 78% whole school.

• A member of support staff was trained as a THRIVE practitioner to increase the layers of support offered within school linked to an increased wellbeing need, particularly amongst our more vulnerable pupils. This has enabled the school to continue to maintain high levels of attendance – top 20% of similar schools and awards from FFT in recognition of this. We are continuing this and adding an ELSA practitioner also to engage and add a level of support that we feel our new intakes are requiring.

• To support equity and cultural capital, all PP pupils had their end of year trip paid for and year 8 leavers had hoodies/year books provided.