Bradford Diocesan Academies Trust

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantagedpupils.

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
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	38.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026 - 2029
Date this statement was published	15.10.26
Date on which it will be review	10.01.27
Statement authorised by	Michelle Hargreaves-Swales
Pupil premium lead	Michelle Hargreaves-Swales
Governor / Trustee lead	Clare Leighton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123996
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	£123996

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Part A: Pupil premium strategy plan

Statement of intent

At St Philip's CE Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and back-ground
- Narrow the attainment gaps between disadvantaged pupils and their non-disad vantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range ofcontexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and under-standing of the world

Our context:

- IDACI Decile 1.7 indicates the Academy is in the highest 10% level of deprivation.
- 38.4% of pupils are eligible for Pupil Premium Funding in comparison to 25% national.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective qualityfirst teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and external services.
- Target funding to ensure that all pupils have access to trips, residentials, firsthand learning experiences.
- Provide appropriate nurture support to enable pupils to access learning within andbeyond the classroom.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults

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Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children have been tracked rigorously across school but there is an inconsistent picture of progress and attainment for these groups of pupils across yeargroups and subjects.
2	94% pupils have English as an additional language. Home language is also very limited in the majority of households – illiterate in both home language and English when entering school. Many more of our children are coming to school with speech and language issues that are not being address by the Local Authority. There is currently a two-year waiting list for access to speech and Language in Bradford.
3	Area in which the academy is situated has a high level of deprivation and high levels of crime, in particular serious violence, drugs, gangs and domestic violence. Overall is 2.01 times higher than crime rate in Bradford and 3.22 times higher than national overall crime level. Violent crime rate is 89% higher than Bradford average and 4.19 times higher than national average. Level of crime connected with drugs and guns is 97% higher than Bradford average and 3.64 times higher than national average.
4	Attendance is an issue due to extended visits to Pakistan and a small number of pupils with Persistent Absence due to home issues, social/emotional needs or cultural difference. This is having particular negative impact for Pupil Premium students, which in-turn is having a detrimental effect on their progress and attainment.
5	The Girlington Ward has very high incidents of poor health (Government Health Data) The area has amongst the lowest for life expectancy and highest for infant mortality across the country. There are high levels of obesity in both adults and children with 42.3% of Year 6 pupils classed as having excess weight or worse. There are also much higher than national average levels of Diabetes (10%) high cardiovascular and respiratory mortality and a high prevalence of depression.
6	28.9% of children in the Girlington area are living in absolute poverty and over 90% are living in the top 10% areas of deprivation in the country.

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
Improved outcomes by the end of Key Stage2 for Pupil Premium Pupils and narrowing the gap between PP and non-PP in schooland nationally	62% of PP pupils to achieve ARE Reading 62% of PP pupils to achieve ARE Writing 62% of PP pupils to achieve ARE Maths 62% of PP pupils to achieve ARE & 62% RWM Combined
Improved outcomes in Year 1 Phonics for Pupil Premium Pupils and narrowing the gapbetween PP and non-PP in school and nationally	73% overall to pass Y1 Phonics Screening 60% of PP pupils to pass Phonics Screening
Improved outcomes in Year 2 Phonics for Pupil Premium Pupils and narrowing the gapbetween PP and non-PP in school and nationally, from previous Year 1 outcomes	96% overall to pass Phonics Screening by the end of Year 2 100% PP pupils to pass Phonics Screening by the end of Year 2.
Improved attendance for Pupil Premium Pupils – narrowing the gap between PP andnon-PP in school and in comparison to PP nationally	End of year attendance data indicates improvements in attendance for individuals and groups.

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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: £73,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of support staff structure to allow vulnerable and disadvantaged children to be supported effectively during whole-class teaching	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally	1,2 &6
Continued implementation of RWInc. Phonics across EYFS and KS1	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	1,2 &6

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
In-school interventions to address gaps in learning in Maths and English	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	1,2 &6
In-school Phonics interventions using RWInc. across KS2	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	1,2 &6
After-school Boostersessions for Phonics	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	1,2 &6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of attendance strategies Attendance rewards Attendance concerns discussed and approached with parents.	Whole school attendance to be at the National Average. Persistent Absence reduced to be in-line with National Average. PP attendance to show improvement over time.	3,4 & 5
Development of the Family Liaison Officer role within the academy	Improved communication between home and school Improved attendance	3,4 & 5
Hardship Fund Subsidised trips, residentials etc. Subsidised uniform etc.	All pupils wearing St Philip's uniform. Pupils attend Breakfast Club. Pupil Premium pupils are ready to learn and feel positive about education and their future.	3,4 & 5

Total budgeted cost: £ £123,996

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 2024-2025 academic year.

Key areas of impact:

- Use of RWInc. across EYFS has ensured that children are KS1 ready.
- Phonics increased from 48% in 2024-25 to 74% in 2025-26
- Year 2 – narrowed the gap by achieving 92% pass after low Year 1 outcomes.
- Three-year trend for Key Stage 2 RWM Combined and individual subjects are significantly above (average in Writing)
- Attendance is still below national average for all groups.

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Actual Outcomes 2025-26

Intended Outcome	Actual Outcomes
Improved outcomes by the end of Key Stage 2 for Pupil Premium Pupils and narrowing the gap between PP and non-PP in school and nationally	**Reading** Overall – 70% PP –65 % N – 77 % **Writing** Overall – 70% PP – 59% N – 85% **Maths** Overall – 73% PP – 65 % N – 85% **RWM** Overall – 63% PP – 53% N – 77%
Improved outcomes by the end of Key Stage 1 for Pupil Premium Pupils and narrowing the gap between PP and non-PP in school and nationally	**Reading** Overall – 61% PP – 50% **Writing** Overall – 65% PP – 60% **Maths** Overall – 78% PP – 70%
Improved outcomes in Year 1 Phonics for Pupil Premium Pupils and narrowing the gap between PP and non-PP in school and nationally	**Year 1** Overall – 74% PP – 82% **Year 2** Overall – 92% PP – 83%
Improved attendance for Pupil Premium Pupils – narrowing the gap between PP and non-PP in school and in comparison to PP nationally	23/24 NPP Att 92.9% PP Att 91.5% 24/25 NPP Att 93.6% PP Att 92% 25/26 NPP Att 93.8% PP Att 92.1%

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 popularin England

Programme	Provider
TT Rockstars	play.ttrockstars.com
Picture News	Picture News
Read Write Inc.	Ruth Miskins/Oxford University Press