# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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

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| Detail | Data |
| School name | Bridgemere CE Primary |
| Number of pupils in school | 81 / 83 Inc Nursery |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022, 2022/23  2023/2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Caroline Middleton  Headteacher |
| Pupil premium lead | Caroline Middleton |
| Governor / Trustee lead | Jo Edwards  Governor |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £11,640 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £11,640 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| In Bridgemere, Pupil Premium funding is used to diagnose and break down barriers to learning, provide training for staff that allows them to effectively support our Pupil Premium children and ensure that pupils reach their full potential, both academically and socially.  The barriers to learning that our Pupil Premium children face vary significantly from child to child. Some of our children have difficulties coping with a classroom environment, which affects them academically and socially.  At Bridgemere CE Primary, we make decisions on how to use the pupil premium in our school based on research evidence, one source being the guide published by the Education Endowment Foundation (EEF) – The EEF Guide to the Pupil Premium – Updated September 2023.  Within this guide we use the 5 point plan to sustain an effective Pupil Premium strategy:   1. **Diagnose your pupils’ needs –**   We are aware of how our setting compares with national averages. We can identify specific barriers to attainment for Pupil Premium-eligible pupils informed by data covering academic outcomes, attendance, behaviour, wellbeing, SEND, and access to resources.   1. **Use strong evidence to support your strategy –**   We use a broad range of evidence to lead decision-making.   1. **Develop your strategy –**   The Pupil Premium strategy is updated and republished annually.  The Headteacher involve all relevant stakeholders in strategy development (including SENDCo, PP governor and teaching and learning leads) in this process.   1. **Implement your strategy-**   Strategies are aligned to the school development priorities and professional development planning. High quality teaching sits at the heart of the school’s strategy. Leaders are encouraged to focus on doing a few things well rather than introducing too much change too quickly.   1. **Monitor and evaluate your strategy –**   School leaders monitor what is working well and make iterative changes as appropriate.  Governors review and support these activities.  At Bridgemere CE Primary we use a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.   * **High Quality Teaching:**   Spending on improving teaching might include professional development, training and support for early career teachers, recruitment, and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.   * Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils. * Professional development to support the implementation of evidence-based approaches. * Mentoring and coaching for teachers. * Recruitment and retention of teaching staff. * Technology and other resources to support high quality teaching and learning. * **Targeted academic support:**   Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to class-room teaching, is likely to be a key component of an effective Pupil Premium strategy.   * One to one, small group or peer academic tuition. * Targeted interventions to support language development, literacy and numeracy. * Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND. * Teaching assistant deployment and interventions. * **Wider strategies:**   Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.   * Supporting pupils’ social, emotional, and behavioural needs * Supporting attendance * Extra-curricular activities * Extended school time * Breakfast clubs and meal provision * Communicating with, and supporting parents   Some of the examples of intervention we have used at Bridgemere are:  Providing extra one-to-one or small-group support  Employing extra teaching assistants  Running catch-up sessions before or after school  Providing extra tuition where needed  Funding educational trips and visits |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | 50% of our disadvantaged pupils are also SEND pupils.  A further 25% are on First Concerns. |
| 2 | Recent data indicates that our disadvantaged pupils are below expected standard in:  Reading – 63% - 5 pupils (37% - 3 pupils on track)  Writing – 100% - 8 pupils  Maths – 100% - 8 pupils |
| 3 | A high percentage of our disadvantaged children are also on the vulnerable children’s list within school. They have emotional and/or safeguarding issues. |
| 4 | Although the attendance of disadvantaged pupils is in line with the school average, many of these pupils are late to school and therefore miss valuable education time. |

## 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.

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| Intended outcome | Success criteria |
| Improve reading attainment amongst disadvantaged pupils | PP children will make expected progress from starting points or meet National Standard in the SATs.  PP children will have made good progress based on prior attainment to reach National Expectation of year group expectations. They will make the same progress as their peers. |
| Improve the writing attainments across the school for disadvantaged pupils | PP children will make expected progress from starting points or meet National Standard in the SATs.  PP children will have made good progress based on prior attainment to reach National Expectation of year group expectations. They will make the same progress as their peers. |
| Improve the maths attainments across the school and for disadvantaged pupils | PP children will make expected progress from starting points or meet National Standard in the SATs.  PP children will have made good progress based on prior attainment to reach National Expectation of year group expectations. They will make the same progress as their peers. |
| To ensure expected progress of children who are PP and SEN where achieving Expected Standard is not obtainable through national testing –measure progress through PIRA Reading and PUMA Maths. | Clear progress of PP children with SEND will be evident through the use of PIRA Reading and PUMA Maths tests. Staff will feel confident in delivering these tests and analyse areas for focus in interventions.  Use PIRA / PUMA Reading and Maths standardised scores to target areas of intervention and progress. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils | Sustained high levels of wellbeing from 2023/24 demonstrated by:   * Qualitative data from pupil voice, parent questionnaires, teacher observations * Data of impact of ELSA sessions * Increase of participation in enrichment activities after school particularly amongst disadvantaged pupils |
| To achieve and sustain attendance for all pupils and there to be no attendance gap between disadvantaged and non-disadvantaged pupils | Sustained high attendance – 96% for disadvantaged and non-disadvantaged pupils.  To reduce the number of times pupils are late to school. |

## 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: £4,854

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of Read Write Inc and Oxford Owl Online Annual Subscription  Ruth Miskin £1040  Oxford Press  £244  CPD – Reading lead and RWInc training for new staff  (£600)  £160  £300  Resources  £150 | This allows teachers to access training to enhance the teaching of phonics across the school  Individual pupil will benefit from 1-1 on line sessions according to their needs  On line lessons can be accessed from home to continue communication with parents and consolidate further individual gaps in learning  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/> | 2 |
| Maths assessment – Insight linked to Singapore maths.  £525  PUMA tracking online assessment  £85 | Standardised tests linked to Singapore Maths can provide reliable insights into specific strengths and weaknesses of pupil to help ensure they receive the correct additional support through interventions or teacher instructions  To purchase up to date PUMA assessments to ensure clear tracking of PP and SEND children | 2 |
| PIRA tracking on line assessment  £85 | To purchase up to date PIRA assessments to ensure clear tracking of PP and SEND children | 2 |
| Literacy Counts - Ready, Steady Write  Purchase of on-line Ready  Steady Write  £525  Resources for teaching writing  £300  CPD -Monitoring of high quality teaching - £540 | Evidence shows having a clear structured writing programme based on high quality texts:  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 2 |
| CPD – Monitoring of writing and maths by subject leaders to support teachers and monitor disadvantaged pupils  Supply cover 3 days  £540 | To ensure a consistent approach across the school good CPD from peer teaching staff ensures embedded practice. | 1 / 3 |
| CPD – Metacognition Network meetings  Supply cover  2 days  £360 | Clear evidence of allowing children to plan, assess and review their own learning will support disadvantaged pupils  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 1,2,3 |

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

Budgeted cost: £5,584

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality 1-1 teaching of phonics – additional phonic sessions targeted at disadvantaged pupils who require further phonics support (lowest 20%)  1 hour per day at £18ph  £3420 | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/>  Evidence from previous data has shown the impact of 1-1 daily interventions for disadvantaged children in this area | 1 / 2 |
| Inference intervention  1 hour per week at £18ph  £684 | Evidence from previous data has shown the impact of 1-1 inference interventions for disadvantaged children  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 2 |
| Reading Recovery | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 2 |
| Speech & language – Talk Boost Intervention £550 | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 2 |
| Purchase class books / guided reading for disadvantaged children  £400 | Due to poor home reading these books will allow the children to consolidate present learning in class, build home library and their own love of reading | 1 |
| Continue to purchase Nessy with individual children and those who are disadvantaged  Nessy - £300 | Evidence in data and through pupil voice these on line programmes develop and consolidate children’s knowledge and skills in spelling and maths | 1 / 2 |
| Purchase TT Rockstars /  Numbots  £180 | The evidence from pupil’s voice is that they still enjoy the challenge of TT Rockstar’s. Evidence shows from the mock Year 4 timetables test the children are gaining speed and accuracy in their timed tests. | 2 |
| Purchase Toe by Toe  £50 | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 2 |

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

Budgeted cost: £2,655

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ELSA sessions with targeted children to support individual wellbeing issues  1 hour per week at £18ph  £684  15 minutes per week at £18 per hour  £171  Face to face content and supervision training  £200 x 2 course = £400 | Both targeted interventions and universal approaches can have a positive effect on the individual child  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 3 |
| Enrichment activities  £1000 | All enrichment activities including after school clubs, residential trips, school trips have a positive effect on pupil’s personal development | 3 |
| Attendance – continuation of weekly 100% attendance stickers, termly/yearly certificates and half termly class non-uniform days for highest attendance  £100 | Previous attendance data has shown that this approach in school has been very effective to increase and keep attendance over 95% | 5 |
| Encourage use of before and after school club  £300 | HHistorically children have higher attendance when using the before and after school club | 5 |

**Total budgeted cost: £13,093**

# 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.

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| Teaching:   * The continuation of the purchase of Read Write Inc and Oxford Owl on line subscription has ensured that all staff across the school have had up to date training to deliver effective phonics to all pupils. Development days have allowed the reading lead to further effectively develop consistent practice across the school. Practice pathways are set up for individual training needs.   The training of 1-1 sessions has a direct impact on PP/SEND pupils. Continual assessment across the year using specific tracking allows the lowest 20% to be identified and daily catch up sessions to be put in place.  Where gaps are identified or when pupils needs consolidation in their phonic learning on line lessons are sent home. This has proved beneficial for PP/SEND pupils and has built up communication links with home.   * The standardised tests linked to Singapore Maths have ensured that strengths and weaknesses of PP/SEND pupils have been identified. In 2022-23 further support was put in place through pre teaching or consolidation of learning to ensure pupils gaps in learning were closed. * The Read to Write training day for all staff ensured that there was effective consistent teaching across the school. The purchasing of writing resources ensured that all classes were consistent and would support PP/SEND pupils further. The purchase of lined handwriting books for writing has made a significance difference in presentation for all pupils especially PP/SEND pupils. * Monitoring of maths and writing by subject leaders has ensured disadvantaged children achieving the same rates of progress towards the end points as the others. * The Headteacher attending the ‘Metacognition and Self-Regulation’ training over 2022-23 has developed further understanding of long-term memory that has been disseminated to teaching staff. CPD on the sequence of learning to introduce a strategy, working memory and retrieval have ensured staff have a clear understanding of how we can support pupils further and adapt the curriculum to meet need.   Targeted academic support:   * Targeted 1-1 daily phonic support has allowed PP/SEND pupils to close gaps in their phonic learning. * The KS2 inference intervention supported PP/SEND pupils in their understanding of reading. All pupils in 2023 KS2 SATs reached expected standard with a further 50% attaining a Greater Depth standard. * PP/SEND pupils now have a bank of books at home purchased for them that consolidate the English learning. Pupil voice shows this is something that they have liked. This has developed their love of reading. * Data has shown that the impact of IDL and Nessy has supported PP/SEND pupils spelling. * Pupil voice has shown that pupils still enjoy TT Rockstars. The use for PP/SEND pupils has developed speed and accuracy across all year groups in KS2.   Wider Strategies:   * ELSA has continued to benefit pupil’s emotional wellbeing. As a high proportion on our PP pupils are on the vulnerable children’s list and/or have safeguarding concerns this support continues to be vital. Pupil voice from sessions have supported outside agencies. * In 2022-23, PP families were supported to fund enrichment activities. After school clubs, residential trips and school trips were funded for those families that needed support to allow PP pupils to have the same access to these activities. * The high priority the school puts on attendance and punctuality has had a great impact on attendance figures. The whole school attendance in 2022-23 was 96.4%. PP pupils attendance was 94.5%. * The use of before and after school club has been offered to PP families where they have struggled to get there children to school on time or are late to pick up. This takes the burden off families who may struggle before and after work and cannot afford to pay for this facility. |

## 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*

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| Programme | Provider |
| ELSA – Emotional Literacy Support Assistant | Local Authority |
| Talk Boost | Speech and Language UK |
| Reading Recovery | DFE |
| Nessy | Nessy Learning |
| Toe by Toe | Toe by Toe |
| Inference Training | Local Authority |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |