# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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  | 83 / 91 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 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Caroline MiddletonHeadteacher |
| Pupil premium lead | Caroline Middleton |
| Governor / Trustee lead | Jo EdwardsGovernor |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £12,070 |
| Recovery premium funding allocation this academic year | £2,000 |
| 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 | £14,070 |

# 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 impacts upon them academically and socially. Some of the parents of our Pupil Premium children are not confident with the content of the curriculum and as such do not feel comfortable supporting learning at home. We have therefore used our funding to address these issues by running homework clubs, providing interventions and additional support in a variety of areas.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) Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.* 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.
* 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.
* 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.

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 | Recent assessments have shown that reading is a key area of development in disadvantaged children. In EYFS and KS1 children require 1-1 sessions and in KS2 specific group interventions targeting fluency and a love of reading. |
| 2 | Mixed class teaching of Singapore Maths. Lack of assessment linked to maths programme. |
| 3 | Observations and discussions with staff, pupils and families have identified social and emotional issues for many pupils due to the school closures. This has had a greater effect on disadvantaged pupils. |
| 4 | Pupil voice has identified there needs to be a revised anti-bullying scheme that is relevant to the children here at Bridgemere  |
| 5 | 1 disadvantaged child’s attendance has been monitored closely in 2020-21 due to school closure. Attendance has continued to be a challenge in 2021-22 for this family. |
| 6 | Due to moving away from the Real Life Learning Academy Trust in January 2021 staff are taking on more subject leadership responsibility across the school  |

## 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  | KS1 pupils 2021/22 reaching expected level in reading KS2 pupils in 2024/25 show that more than 3% of disadvantaged pupils me the expected standards  |
| Improve the quality of maths teaching across the school  | All staff deliver secure quality teaching that allows all children to flourish and progress KS2 pupils in 2024/25 show that more than 4% of disadvantaged pupils me the expected standards |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils  | Sustained high levels of wellbeing from 2024/25 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
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| To implement and embed a clear whole school anti-bullying scheme  | Implementation of Anti-bulling Alliance scheme by Summer 2022.Embedded across the school 2023/25 |
| Improve attendance for all pupils especially specific disadvantaged families | Whole school attendance to be over 95% |
| For staff to have secure knowledge and understanding of the subjects they are leading and are able to support colleagues  | Through CPD staff to lead subject staff meetings to share clear intent, implementation and impact.Use of Subject Leaders Audit tool – book scrutiny, lesson observations, pupil voice, peer observations and lessons. |

## 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: £4,441.25

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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 £1,406.25 | This allows teachers to access training to enhance the teaching of phonics across the schoolIndividual pupil will benefit from 1-1 on line sessions according to their needsOn line lessons can be accessed from home to continue communication with parents and consolidate further individual gaps in learning  | 1 |
| Maths assessment – Insight linked to Singapore maths.£520 | 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 | 2 |
| Time for subject leader to observe lessons and ensure the right approach to teaching maths is taking place in each class according to the needs of the cohort£175 | Peer observations prove to be the most effective way of developing staff in a small school. Key concepts and understanding of the assessment cycle will be developed with staff.  | 2 6 |
| CPD Early Years Promoting Positive Self Esteem and MentalHealth in Early Years: Laying the fundamental foundations of emotional resilience to raise standards£90Supply £250  | Strengthen knowledge and skills in:EYFS 7 areas of learning: getting it right at the beginning by recognising the importance of a whole school and child approach that strengthens physical, social and emotional security to enable children to make best use of learning. | 5 |
| CPD RQT Course £250Supply £700 | The RQT Development Programme is aimed at teachers in their first five years of teaching. The programme will be delivered over 4 days during the academic year. It will provide RQT's with knowledge, experience and training in key areas of professional development. These will include:High Quality Teaching & LearningClassroom OrganisationSubject LeadershipSupport for SEND & vulnerable pupils / Ethos of a CE school | 1 2 6 |
| CPD Subject Leadership £1050 | Effective use of time to collect evidence in books and speak to children regarding their learning in that subject.Lesson observationsSupporting other staff in peer lessons and with planning  | 6 |

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

Budgeted cost: £5,278

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality 1-1 teaching of phonics1 hour per day at £16ph£3040 | Evidence from previous data has shown the impact of 1-1 daily interventions for disadvantaged children in this area | 1 |
| Inference intervention2 hours per week at £16ph£1216 | Evidence from previous data has shown the impact of 1-1 inference interventions for disadvantaged children  | 1 |
| Interest reading survey with disadvantaged children in order to purchase new Accelerated reading books £200 | Pupil voice indicates that present reading materials are not fully engaging the pupil’s interest in reading. They have asked for new reading books to develop the breath of subject reading materials.  | 1 |
| 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 and use IDL and 123 Maths with individual children and those who are disadvantaged £322 | 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 £100 | 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 |

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

Budgeted cost: £4,363

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ELSA sessions with targeted children to support individual wellbeing issues1 hour per week at £16ph£608Face to face content and supervision training£200 course£175 supply cover | Both targeted interventions and universal approaches can have a positive effect on the individual child | 3 |
| Enrichment activities £400 | All enrichment activities including after school clubs, residential trips, school trips have a positive effect on pupil’s personal development  | 3 |
| Forest School – staffing and resources Spring Term 2022£550 | Introduction to Forest Schools Forest School can increase a child’s confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment. The use of learner-led outcomes means information is retained better and also generally increases curiosity and motivation to learn in general. This motivation can have a positive impact on attitude to learning in school. | 3 |
| Development of wellbeing area in the new school library £900 | Pupil voice has stated a secure safe area where they can go to calm down or reflect  | 3 |
| Implementation and embedded use of the Anti-Bullying Alliance Scheme £300 resources  | Implementation of a whole school anti-bullying scheme has shown to be an effective way of discussing and preventing bullying | 4 |
| 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 |
| Attendance and out of school service support £830 | Higher attendance data  | 6 |

**Total budgeted cost: £14,082.25**

# 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 2020 to 2021 academic year.

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| **Quality of teaching for all** |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact: Include impact on pupils not eligible for PP, if appropriate.** | **Considerations for future spending** | **Cost** |
| To improve the feedback for children so they are more able to respond in all aspects of pedagogy including through use of Google Suite.  | For the maths, English and Computing Subject Leader to improve the efficiency and impact of feedback so children respond more frequently and with more purpose. | Staff training took place so all staff were able to support other staff in how to provide effective feedback. Due to second lockdown, feedback via google suite was effective in allowing children to know how to develop and improve work. Work continued to enhance feedback – this could be seen through children’s books, pupil voice, learning walks and feedback from parents.  | For children to attend wider curriculum opportunities that enrich the children’s life experiences particularly after the impact of Covid. | £2000 |
| To change the method in which Singapore Maths is delivered to be more effective in mixed year groups | To merge the content of the year groups so it can be delivered over a 2 year timeframe. Time will be spent ensuring there is progression of skills and knowledge so as not to disadvantage any child in their current learning. This will make it easier for a teacher to deliver the content and assess children’s needs consistently. | Since January 2021 the maths lead has been operational in looking at the needs of the children in Bridgemere in mixed age classes. She has spent time looking at books, observing lessons and speaking to staff and children in regards to what is the best approach to teaching for all pupils. From direct evidence and because of the gaps in learning due to Covid it was essential to return to specific year group teaching once again. Since January teachers have felt confident in teaching this way and have carefully assessed ensuring that planning can be adapted to cover gaps or develop consolidation.  | Maths assessment – insight linked to Singapore maths.Time for subject leader to observe lessons and ensure the right approach to teaching maths is taking place in each class according to the needs of the cohort | £1500 |

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| **Targeted support** |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.** | **Considerations for future spending** | **Cost** |
| To improve targeted children’s emotional literacy | To train up a current TA to gain the ELSA qualification to deliver the program. Resources will also be purchased in order to deliver the program effectively | TA has gained the ELSA qualification and is using her knowledge and experience across the school with vulnerable pupils ensuring that they get the support they need. Feedback from pupils, parents and social workers has shown the impact of the time spent with vulnerable children.  | Continued training days to support work in school | £500 |
| To provide targeted support sessions to PP children in areas of weakness identified by teacher assessment and termly data analysis. | 1 x PP specific TA appointed for 12 hours per week for 2 terms. | The TA had a timetable which allowed all PP children to be provided a tailored and bespoke support/intervention.This was a vital tool in supporting children through lockdown, particularly with wellbeing and mental health support.The TA was able to work on remote learning classrooms and set up bespoke learning for all children and provided wellbeing resources and phone calls on a regular basis. On return to school, children continued to benefit from the support, particularly with RWI reading intervention. - RWInc dataChildren’s wellbeing was supported effectively – pupil voice | TA to provide tailored well being and reading recovery for all vulnerable pupils. | £1500 |

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| **Other Approaches** |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.** | **Considerations for future spending** | **Cost** |
| To close existent gaps in spelling and maths | Implement the IDL online tool | IDL has continued to be an invaluable tool for vulnerable children and they continue to use the programme to meet their specific needs.Evidence from children’s work shows it has had an impact. | Continue next year  | £200 |
| To improve the reading attainment for targeted PP children and to enhance progress. .  | To improve the reading books for specified bands for accelerated reader. These books will help to improve motivation to read the new titles and thus access more star reader assessments. | Accelerated reader has been rolled out further across the school to provide children with a clear and accurate reading programme from Year 2-6. All books have been audited and some colours have been replenished. Pupil voice allowed for us to choose books that the children wish to read.Children are becoming more excited to read and reading more regularly, which is having an impact on overall progress. (end of year data and pupil voice) | RWI phonics has been a vital tool in delivering phonics at KS1. However, PP children at KS1 still need additional 1:1. Further work needs to now be done for PP children at KS2 to support comprehension and reading inference. | £500£200 Training |
| For all children to continue to improve the knowledge, speed and enjoyment they have for multiplication tables. | Timetables Rockstar’s | 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. | Continue next year  | £600 |

## 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  |
| NELI – Nuffield Early Language Programme  | DFE |

## 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  |
| How did you spend your service pupil premium allocation last academic year? | £310 1-5 daily phonic sessions to improve basic phonic knowledge Inference intervention – weekly in a small group setting  |
| What was the impact of that spending on service pupil premium eligible pupils? | Data shows progress in Accelerated Reader scores 2020-21Confidence in spelling using the Read Write Inc method of Fred Fingers to identify sounds |

# 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.* |