# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 / 87 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 2022 |
| Date on which it will be reviewed | December 2023 |
| 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 | £1,000 |
| 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 | £12,640 |

# 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 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 continues to be a key area of development in disadvantaged children. A high percentage of disadvantaged pupils are not reaching the expected standards (60%). |
| 2 | Mixed class teaching of Maths No Problem. A high percentage of disadvantaged children are not reaching the expected standard (80%). |
| 3 | From recent data, writing data shows a high percentage of disadvantaged children not making the expected standard (90%). |
| 4 | A high percentage of our disadvantaged children are also on the vulnerable children’s list within school. They have emotional and/or safeguarding issues. |
| 5 | Sustain high attendance 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 | 2023/24 outcomes for disadvantaged pupils:  Percentage of disadvantaged pupils reaching expected standard from Reception- Year 6 (60%). |
| Improve the maths attainments across the school for disadvantaged pupils | 2023/24 outcomes for disadvantaged pupils:  Percentage of disadvantaged pupils reaching expected standard from Reception- Year 6 (60%). |
| Improve the writing attainments across the school and for disadvantaged pupils | 2023/24 outcomes for disadvantaged pupils:  Percentage of disadvantaged pupils reaching expected standard from Reception- Year 6 (60%). |
| 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. |

## 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: £5,535.00

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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  £1350  CPD – Reading lead  £480 | 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/> | 1 |
| Maths assessment – Insight linked to Singapore maths.  £505 | 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 |
| CPD – Read to Write Consultancy Day – training  £700  Writing Resources to support higher attainment in writing £1500 | 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>   * Writing Assessment Counts * Sentence Accuracy * Lined flip chart paper * Handwriting friezes * Lined handwriting books for writing | 3 |
| CPD – Monitoring of writing and maths by subject leaders to support teachers and monitor disadvantaged pupils  Supply cover 2days  £400 | To ensure a consistent approach across the school good CPD from peer teaching staff ensures embedded practice. | 1 3 |
| CPD – Metacognition  Supply cover  3 days  £600 | 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: £4,952

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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 |
| 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> | 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 Nessy with individual children and those who are disadvantaged  IDL - £125  Nessy - £143  Total - £268 | 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  £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 |

**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 | 4 |
| Enrichment activities  £1000 | All enrichment activities including after school clubs, residential trips, school trips have a positive effect on pupil’s personal development | 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 |

**Total budgeted cost: £13,142.00**

# 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 2021 to 2022 academic year.

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| The continued revision of the curriculum and a clear focus on subject leadership in 2021-22 has ensured that all pupils are accessing ambitious, broad and balanced curriculum. Clear monitoring by subject leaders has allowed pupil voice of disadvantaged children in reference to a wide variety of curriculum areas, for example:  Art: ‘*I like art because it is fun to do and you can show how you like to draw by yourself.*  *We made packaging designs; we had to make sure the box was suitable for the item and of people to know what was in there. I had to make it stand out, I put bright colours on it.’ Year 5 pupil*  *‘You can explore and learn new things, did you know leaves have those line things, we drew them.’ Year 1 pupil*  Through staff training, the Read Write Inc. programme has continued to improve the standards of all early readers. It has given our disadvantaged children a strong foundation in reading and through 1-1 targeted support, ensured that they are continuing to make progress. This support is closely monitored to ensure it is having an impact and will continue to be the basis for disadvantaged children in 2022-23 in KS1.  In KS2 disadvantaged children have continued to build accuracy and fluency through quality reading time and through inference interventions have gained knowledge to allow them to access further understanding of the text.  The instalment of the new library has developed a further love of reading to all pupils.  The implementation of a maths assessment linked to the Maths No Problem programme has allowed clear tracking for all pupils. For those disadvantaged children it has allowed teachers to identify gaps in learning so they can be addressed.  The continued training of staff in ELSA as continued to have a big impact on vulnerable and disadvantaged children within school. A recently recruited member of staff has also been ELSA trained and is supporting pupils. Some sessions have focused on anger management, which has carried through to specific times of need within school and at home. Where there has also been safeguarding issues, staff have used their training to support specific needs.  The clear revision with pupils of the behaviour and anti-bullying policies have led to a significant decrease in behaviour issues within school. Behaviour issues recorded of disadvantaged children in 2021-22 is low.  Overall attendance for 2021-22 was 94.7%. Disadvantaged children had the same attendance rate. Attendance and punctuality continues to be a focus and monitored closely next year to ensure a good standard of attendance for all pupils. |

## 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 2020-21  Confidence 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.* |