Bridgewater Primary School
Pupil premium strategy statement 2021-2024
Year 2: 2022-23

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

Detail	Data
School name	Bridgewater Primary
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Beginning of academic year 2021 to end of 2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Head Teacher and Governing Board
Pupil premium lead	Deputy Head (Tom Tien-Rhimes)
Governor / Trustee lead	Neil Parton (Chair of Finance)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,003
Recovery premium funding allocation this academic year	£37,036
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£348,039

Part A: Pupil premium strategy plan

Statement of intent

At Bridgewater we believe a good education is the key to improving young people's life chances. This is particularly true for children from low-income families and looked after children (LAC), who are far less likely to leave school with good GCSE results than other children. The Pupil Premium, additional to the main funding a school receives, aims to address narrowing the gaps in attainment between these pupils and their peers by ensuring that funding to tackle dis-advantage reaches those who need it most.

Our Pupil Premium Strategy has a number of wider aims:

- Reduce the attainment gap between the highest and lowest achieving pupils nationally.
- Increase social mobility.
- Enable more pupils from disadvantaged backgrounds to excel in further education.
- Broaden our children's aspirations.
- Enrich our children's life experiences - provide additional experiences and opportunities that may otherwise be unavailable to our children.
- Improving attendance

Individual schools decide how the Pupil Premium (allocated per FSM pupil and LAC pupil and includes Catch-up funding from 2020) is spent since we are best placed to assess what additional provision should be made for the individual pupils within our responsibility. Schools are accountable for how we use the additional funding to support these pupils. Performance tables will capture the achievement of those deprived pupils covered by the Pupil Premium. Accountability will ensure that parents and stakeholders are made fully aware of the attainment of these pupils.

Simply spending more on children from less affluent backgrounds, however, will not necessarily improve their learning or their aspirations. There is no direct link between spending on schools and outcomes for pupils. Extensive research in this area (Sutton Trust and Education Endowment Foundation) shows that it is a complex issue, indicating that the way the money is spent is crucial. So if the Pupil Premium is to succeed in achieving its ambitious goals, the choices that our schools make in allocating the money is vital so that the funding can help raise pupils' attainment and aspirations.

Narrowing the gap for pupils can take many different forms from targeted teaching intervention to pastoral support, tackling challenging behaviour, attendance and punctuality and full engagement in school activities. From 2020, we also received funding for specific activities to support pupils to catch up for lost teaching due to the COVID pandemic, in line with the curriclum expectations for the next academic year.

Challenges

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

Challenge number	Detail of challenge
1 Economic factors- including life experiences	Bridgewater Primary is situated in an area of high deprivation and many of our families struggle financially. This means that children will often have incorrect uniform, will struggle to provide meals and will often miss out on key life experiences, such as trips to museums, zoos etc. This limiting of pupil experience can limit their understanding of the wider world, therefore affecting their own attainment in school. We have noticed this especially with our writing attainment. Data from Summer 21-22 shows 51% of disadvantaged pupils are ARE compared to 77% of non-disadvantaged, and 10% of disadvantaged are above ARE compared to 22% of non –disadvantaged.
2 Impact of external incidents (safeguarding issues)	There is a high safeguarding need at our school and many of our pupils witness events at home that are not age appropriate. It is therefore a priority of the school to provide these pupils with the support they need to be able to safely express their feelings/ opinions in a safe environment. Our learning mentor sees a variety of pupils during the school week who need a 1:1 session due to historic/ongoing safeguarding issues. Of the pupils she sees, 100% are disadvantaged. Furthermore, two are LAC and one is on the CP register.
3 Social and emotional development	We have identified a high level of SEMH need across our school. Wellbeing initiatives, such as focus groups and pupil surveys for the whole school will allow us to effectively target specific pupils/ groups in the school to help support with the SEMH need. Recent data from our wellbeing survey demonstrates that there is work to be done to improve pupils' self-esteem and self-efficacy (Appendix 1)
4 Low attainment/lack of school readiness on entry to EYFS.	A high proportion of our pupils begin school with low levels of attainment due to a variety of factors including lack of engagement, lack of resources of not attending a setting prior to starting Bridgewater due to closures of academic settings during the pandemic. It is therefore important that our EYFS team work hard to skill these pupils up quickly in order to raise their attainment to the levels expected of their age. 2021-22 PSC data shows: 83% of pupil passed PSC in Year 1. There were 11 pupils who did not pass, 5 of which were eligible for PP. Of those that retook the test in Year 2, 14 out of 15 (93%) pupils were eligible for PP. Of those 14, 9 passed during the retake.
5 Speech and language development.	There is a high Speech and Language need within our early years and KS1 settings due to many of our children speaking English as an additional language and low exposure to languages at home. This key area of need requires specific intervention from a variety of external sources such as SALT, Reading Recovery teachers etc Of the 55 children identified with a Speech and Language need, 42 of these are disadvantaged (76%)
6 Mobility	Bridgewater has a high level of social mobility and therefore we receive many of our Pupil Premium children midway through the year, with a variety of starting points. For many of our PP students, these starting points are below the level expected for their age. Pupils arriving during the school year often come with a variety of social and emotional needs and need a support settling into life in a new school.
7 Attendance and punctuality	Attendance of pupils has been an issue over the past few years in the wake of the pandemic. Last year's attendance figure was 91.6% with many families being persistently absent. Our Learning Mentor follows up with these families, many of whom have SEMH needs. More work is needed to best support these families and also raise the attitudes towards attendance in school. Current whole school attendance is 93.83

	Current attendance figures for Autumn 1 are as follows: Disadvantaged: 91.32% Non-Disadvantaged: 96.3%
8 Having access to equipment (technology)	Technology in school is varied, and many of our pieces of equipment are temperamental. A digital strategy to achieve 1:1 devices across the school should be written this year as technology has the capacity to support children's learning not only within the computing curriculum but across the wider curriculum too. A high percentage of our pupils do not have regular access to technology that will support them in their learning outside of school, and those who do have access have not been appropriately supported to use these for purposes of enhancing their education. A better ICT offer at school would mean pupils can access learning materials at home and at school.
9 Low aspiration/value for education.	Within the school community, there are some families who struggle to engage with school life and support the high aspirations school has for their children. As a school community we need to target these families and children and raise their perception of school and what they can achieve.
10 Engagement of parents in children's learning (including remote learning)	The school will regularly run events for parents but these are often poorly attended, with the hardest to reach families regular non-attenders. As a school we will put together initiatives to encourage all parents to come into school and engage with the class teacher/ their own children within the educational setting.

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
Raise attainment for all, particularly within writing by providing pupils with enriching experiences	Summative assessment data Monitoring (lesson obs, book looks) Pupil Voice Aspirational targets are set for progress and attainment (85% at ARE)
Pupils feel safe and happy in school and safeguarding concerns are dealt with swiftly and effectively	Pupil and Parent survey data will show an increase from baseline data CPOMS logs with recorded actions. Results will improve from our current wellbeing survey in key areas such as satisfaction in school (66%) and emotional self-efficacy (33%) (Appendix 1)
Achieve a sustained and improved level of pupil wellbeing and self-regulation for all pupils in school, particularly our disadvantages pupils	Pupil Voice feedback Pupil Wellbeing feedback Regular updates from SENCO regarding pupils with SEMH need Individual Behaviour Plans in place for key children
Rapid progress in EYFS so more children Year 1 ready	Progress from baseline in EYFS An increase in children passing the

	PSC in Year 1 (increasing from 81% to above 85%)
Children are able to communicate more clearly, positively impacting on reading and writing attainment	SALT assessments Summative Assessment Data 2021-22 data: Phonics check increased from 81% in Year 1 to above 85% Number of disadvantaged children passing PSC to increase (79% in 2021-22 to increase to above 85%) TALC Screening data to show a continued positive impact on S&L (Appendix 1) Welcomm Pre and Post Assessment continues to be a successful early intervention (Appendix 1)
Narrow the gap between disadvantaged and non-disadvantaged pupils	Summative assessment data for these groups Assessment to be included after assessment week (WC 21st November)
Improved rates of attendance and lower persistent absenteeism	Attendance data to improve to 95% (currently 93.8% at end of Autumn 1)
Raise attainment across subjects and boost key ICT skills such as touch typing	Summative assessment data Pupil Voice Monitoring (observations, learning walks)
Parents engage an support their child's learning, children have high aspirations for themselves	Attendance at school events Supporting school procedures – these events have been well attended this year with a marked increase on previous years. An increase in attendance, particularly of parents' evenings and EYFS workshops has been noted this academic year. Of those that attended our recent workshops, 95% of parents found the sessions useful Comments from the report (found here) state "Understanding how my child is taught is useful so I can help her at home in the same way she is taught in school" and "I am really going to enjoy helping him with his phonics work."
Reduce the impact of external factors that inhibit attendance and pupil performance	Attendance data – Attendance is currently up on last years figures 93.83% currently, up from 91.6% last year. Children present as ready for learning

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: £280,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils		
X3 specialist teachers offering: Regular staff development. Support for identified children when needed to ensure progression towards fulfilling their potential.	Assessment data shows that catch-up is needed in these phases. Tri-teaching model successfully used in Year 6 previously and now disseminate to EYFS and KS1. Allows for smaller group tuition and fix it times. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3,4,6,7,9,10
Full time Learning Mentor. Emotional support for vulnerable children and their families to ensure they are school ready.	49 pupils (11.3%) of the school population have involvement with other services 30 children currently have a social worker involved with the family 100% of the pupils working with our learning mentor are disadvantaged https://www.place2be.org.uk/about-us/news-and-blogs/2018/october/what-is-a-designated-mental-health-lead/	1,2,3,6,7,10
High ratio of support staff (offering increased directed adult support).	Baseline data suggests that children's starting points are low on entry to EYFS so additional staffing can support Use of HLTA and TA3 to offer with additional group/ intervention sessions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3,4,5,6,10
Specialised arts teaching (music, drama and dance)	Ensures a broad, balanced and engaging curriculum to enhance life experiences.	1,2,3,4,5,9

	Ensure that Identified children have the opportunity to develop their talent and skills within the arts where otherwise the opportunity may be lacking. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning		
Reading Recovery; Teacher and training 2x TAs trained	Highly successful intervention for non-readers at Year 1 and 2 ensuring no children fall behind in Reading https://www.evidence4impact.org.uk/interventions/979	1,4,5,10
CPD for staff - bespoke programme for staff linked to learning needs of children.	Enables staff to be up to date with relevant initiatives to support the educational and emotional development of all learners. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3,4,5,8,9
Technology and other resources focussed on supporting high quality teaching and learning		
Purchasing of additional technology to support teaching and learning	Improve the schools ICT offer to move towards 1:1 devices across KS2 initially, with a view to have this for KS1 within the next 3 years. Y5-6 now have 1:1 Chromebooks, costed plan for KS1 to have 1:1 iPads before Spring 2023. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	1,8
IT enhancements - Children to have access to high quality IT equipment and	Children to have access to IT equipment to support their learning and reinforce knowledge of times tables in preparation for the MTC. Provision of IT enhancement which	1,4, 5,8

provision to ensure relevant and effective accessibility to the curriculum in all areas.	they may not otherwise have experience of to consolidate learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	
Purchasing of resources, study books and revision guides to support home-learning	Extends learning opportunities and engages children in independent learning both in school and at home	4, 8, 9,10

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

Budgeted cost: £5520 (this comes from recovery premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy		
Speech and Language Therapist (Provide Speech & Language consultancy and 1 day per week to work in EYFS and provide CPD for EYFS practitioners).	EYFS bassline assessment of Communication, Language and Literature is very low. Supports missed clinical appointment for other children in school also. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions School buy into the enhanced speech and language support – Speech and language therapist on site once a week	1,4,5,10
Activity and resources to meet the specific needs of disadvantaged pupils with SEND		
	The following activities and resources are used to meet the need of our specific SEND pupils: • SWITCH ON- reading and writing intervention • Precision teaching • MLD interventions focusing on basic skills within writing, reading, phonics and maths • Fine and gross motor interventions • ELKLAN and WELCOMM interventions • Interventions to support children's attention and listening – attention autism, EP attention and listening intervention • Touch tronics and choose it maker- app which is interactive and supports independence and basic skills	3,4,5

	• Additional hours from the educational psychologist – half a day every two weeks.	
Teaching assistant deployment and interventions		
High ratio of support staff in EYFS (offering increased directed adult support). Effective deployment of TA support across the school.	Baseline data suggests that children's starting points are low on entry to EYFS High social and emotional needs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3,4,5,6,10
One to one and small group tuition		
National Tutoring Programme Route 1 – External providers	Offers 1:1 bespoke learning in English and Maths to address gaps	1, 6, 8, 9, 10
National Tutoring Programme Route 3 – School-led tutoring	Offers 1:1 bespoke learning in English and Maths to address gaps	1, 6, 8, 9, 10

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs		
Targetted SEMH Interventions	Interventions to support children's SEMH needs such as lego therapy, starving the gremlin resources, attachment play, therapeutic play	2,3,5
Supporting attendance		
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Support individual children and families with attendance at an early stage to improve attendance. Staff work regularly with EWO to support and encourage regular attendance	1,2,3,6,7,9

This will involve training and release time for staff to develop and implement procedures and working with attendance/support officers to improve attendance.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
Full time Learning Mentor	Overseeing attendance across the school, making contact with parents on a daily basis for high profile pupils, conducting home visits where necessary and working closely with the EWO to track patterns in poor attendance.	1,2,3,6,7,10
Extracurricular activities, including sports, outdoor activities, arts, culture and trips		
Special incentive events to enhance learning experiences and enrich the children's curriculum.	Promotes and rewards a positive attitude to learning.	1,3,7,9
Subsidy of trips or enhancement projects	Offering experiences that may otherwise be lacking. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning •	1,3,5,7,9
Children's University Initiative and a highly subsidised extended learning provision	• Promotes learning beyond the curriculum and offering experiences that may otherwise be lacking.	1,3,7,8,9,10
Extended school time, including summer schools		
Individualised support for eligible children (clothing and equipment for school)	• Children have the required uniform and equipment to ensure they are not disadvantaged due to financial restraints. • Uniform bank to be redesigned to make this more accessible to families with funding allocated specifically for this project	1,4,7,8,9,10
Breakfast clubs and meal provision		
Staffing of Free Breakfast Club.	Some children may not receive an adequate breakfast with a nutritional start to the day. To provide a nurturing, warm environment for children to socialise with peers. Creates the right start for the day. Impacts attendance. https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	1,2,3,7
Communicating with and supporting parents		

Full time Learning Mentor. Emotional support for vulnerable children and their families to ensure they are school ready.	49 pupils (11.3%) of the school population have involvement with other services 30 children currently have a social worker involved with the family 100% of the pupils working with our learning mentor are disadvantaged https://www.place2be.org.uk/about-us/news-and-blogs/2018/october/what-is-a-designated-mental-health-lead/	1,2,3,6,7,10
Individualised support for eligible children (clothing and equipment for school)	• Children have the required uniform and equipment to ensure they are not disadvantaged due to financial restraints. Uniform bank to be redesigned to make this more accessible to families with funding allocated specifically for this project	1,4,7,8,9,10
Communicating with and supporting parents	• ParentApp used to communicate with all parents	7,10

Total budgeted cost: £ 343,803

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.

Our internal whole school data for 2021-22 shows that pupil premium activity had an impact on the attainment of our pupils for reading and maths, but no improvement was seen in the writing.

Reading (20/21) – 55% working at, 17% working above
Reading (21/22) – 61% working at, 20% working above

Writing (20/21) - 52% working at, 11% working above
Writing (21/22) – 51% working at, 10% working above

Maths (20/21) – 56% working at, 17% working above
Maths 21/22) – 60% working at, 19% working above

Specialist teaching staff, tutoring, and technology are an investment in the resources across school have all played a significant part in improving the attainment of pupils accessing pupil premium funding.

Whilst the figures for reading and maths are positive, these figures all represent a lower percentage of children working at the expected level when compared to non-disadvantaged and therefore further work is required to close the gap.

Further improvement of writing across the whole school is now needed. We will do this through targeted interventions, investing in resources such as ICT, quality reading books and focused CPD for all staff.

Externally provided programmes

Programme	Provider
National Tutoring Programme	ThirdSpace

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Establishing 'Emotionally Friendly School Status' The programme aims to evidence the support offered to both pupils and staff on the school's approach to their mental and physical wellbeing.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Creating a digital strategy which will support the learning of all pupils, including disadvantaged, enabling them to work more independently and have access to more research content.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

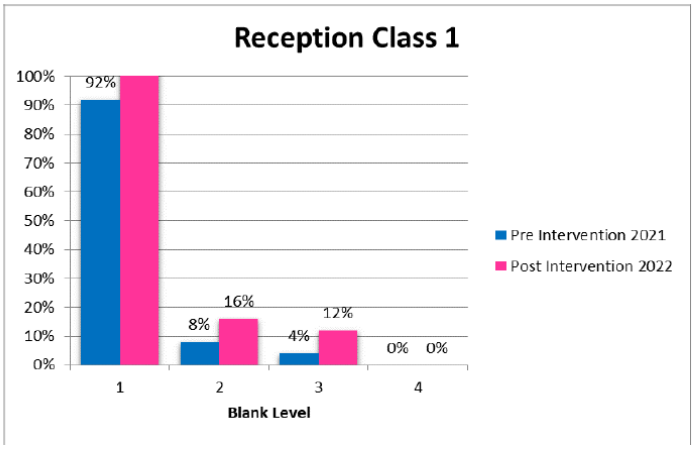
This year we will use a pupil survey to poll the children across the school to identify key areas which are affecting wellbeing and learning in order to continually improve these areas.

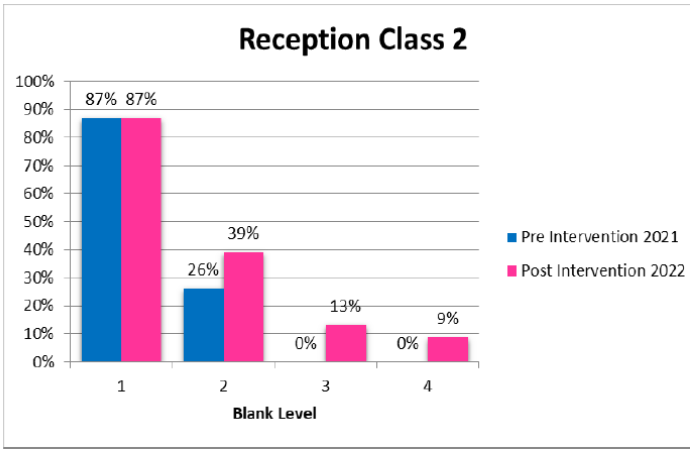
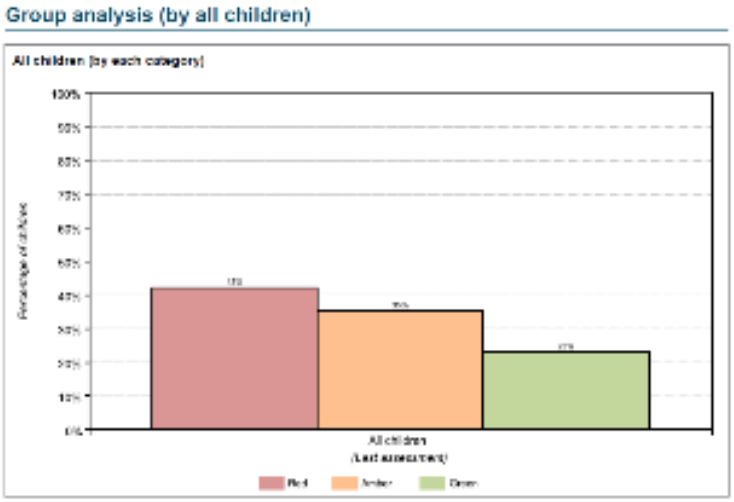
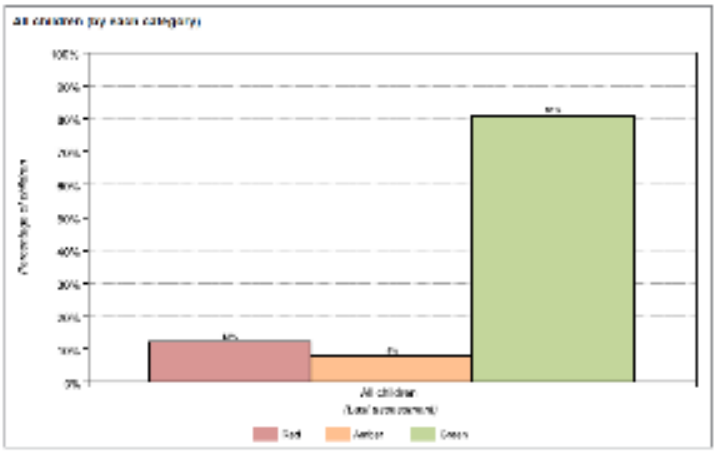
Appendix 1

Whole school wellbeing data on Self-Esteem and Self-Efficacy

Whole school wellbeing data on Emotional SSelf-Esteem and School Satisfaction

TALC Screening data to show a continued positive impact on S&L





Welcomm Pre and Post Assessment