

Bridgewater Primary School

Pupil premium strategy statement 2021-2023

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

Detail	Data
School name	Bridgewater Primary
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Beginning of academic year 2021 to end of 2023
Date this statement was published	October 2021
Date on which it will be reviewed	6 monthly
Statement authorised by	Emma Henderson (Headteacher)
Pupil premium lead	Emma Henderson (Headteacher)
Governor / Trustee lead	Neil Parton (Chair of Finance)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,548
Recovery premium funding allocation this academic year	£31,000
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	£324,548

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 disadvantage 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 curriculum expectations for the next academic year.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) published a coronavirus support guide for schools with evidence-based approaches to support catch up for all students. Please see our attached document -



Bridgewater
response to EEF.doc

Sutton Trust Toolkit to Improve Learning Summary Overview

Below is a summary from the Sutton Trust study which compares the effectiveness of different kinds of expenditure to improve learning. This tool can be used as a reference to support planned expenditure to narrow the gap most effectively.

Approach	Potential gain	Cost	Overall cost benefit
Effective feedback	+9 months	££	Very high impact for low cost
Meta cognition & self regulation strategies	+8 months	££	High impact for low cost
Peer tutoring/peer assisted learning	+6 months	££	High impact for low cost
Early intervention	+6 months	£££££	High impact for very high cost
One to one tutoring	+5 months	£££££	Moderate impact for very high cost
Homework	+5 months	£	Moderate impact for very low cost
ICT	+4 months	££££	Moderate impact for high cost
Assessment for learning	+3 months	££	Moderate impact for moderate cost
Parental involvement	+3 months	£££	Moderate impact for moderate cost
Sports participation	+3 months	£££	Moderate impact for moderate cost
Summer Schools	+3 months	£££	Moderate impact for moderate cost
Reducing class size	+3 months	£££££	Low impact for very high cost
After school programmes	+2 months	££££	Low impact for moderate cost
Individualised instruction	+2 months	££	Low impact for low cost
Learning styles	+2 months	£	Low impact, low or no cost
Arts participation	+1 month	££	Very low impact for moderate cost
Performance pay	+0 months	£££	Very low/no impact for moderate cost
Teaching assistants	+0 months	££££	Very low/no impact for high cost
Ability grouping ±	± 1 month	£	Very low or negative impact for very low or no cost
Block scheduling and timetabling (sec)	± 1 month	£	Very low or negative impact for very low or no cost
School uniforms	± 1 month	£	Very low or negative impact for very low or no cost

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.
2	Impact of external incidents (safeguarding issues)
3	Social and emotional development
4	Low attainment/lack of school readiness on entry to EYFS.
5	Speech and language development.
6	Mobility
7	Attendance and punctuality
8	Having access to equipment (technology)
9	Low aspiration/value for education.
10	Engagement of parents in children's learning (including remote learning)

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	Summative assessment data
Narrow the gap between disadvantaged and non-disadvantaged pupils	Summative assessment data for these groups
Rapid progress in EYFS so more children Year 1 ready	Progress from baseline in EYFS
Children are able to communicate more clearly, positively impacting on reading and writing attainment	SALT assessments Phonics check
Improved rates of attendance and lower persistent absenteeism	Attendance data
Enrich children's experiences	Pupil voice
Reduce the impact of external factors that inhibit attendance and pupil performance	Attendance data Children present as ready for learning
Parents engage and support their child's learning	Attendance at school events Supporting school procedures

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: £200000

Activity	Evidence that supports this approach (why)	Challenge number(s) addressed
<p>Full time Learning Mentor. Emotional support for vulnerable children and their families to ensure they are school ready.</p>	<p>12% of the school population have involvement with other services 25 children currently have a social worker involved with the family https://www.place2be.org.uk/about-us/news-and-blogs/2018/october/what-is-a-designated-mental-health-lead/</p>	<p>1,2, 3, 6, 7,10</p>
<p>X3 specialist teachers offering: Regular staff development. Support for identified children when needed to ensure progression towards fulfilling their potential.</p>	<p>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 or 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</p>	<p>3, 4, 6, 9, 10</p>
<p>Reading Recovery; Teacher and training 2x TAs trained</p>	<p>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</p>	<p>1, 4, 10</p>
<p>High ratio of support staff in EYFS (offering increased directed adult support).</p>	<p>Baseline data suggests that children's starting points are low on entry to EYFS High social and emotional needs</p>	<p>1,3,4,5,6,10</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Staffing of Free Breakfast Club.	<p>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.</p> <p>https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</p>	1,2,3,7
Speech and Language Therapist (Provide Speech & Language consultancy and 1 day per week to work in EYFS and provide CPD for EYFS practitioners).	<p>EYFS baseline assessment of Communication, Language and Literature is very low.</p> <p>Supports missed clinical appointment for other children in school also.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,4,5,10
CPD for staff - bespoke programme for staff linked to learning needs of children.	<p>Enables staff to be up to date with relevant initiatives to support the educational and emotional development of all learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	3,4,5,9
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement procedures and working with attendance/support officers to improve attendance.</p>	<p>Support individual children and families with attendance at an early stage to improve attendance.</p> <p>Staff work regularly with EWO to support and encourage regular attendance</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1,2,3,6,7, 9

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Purchasing of resources, study books and revision guides to support home-learning	Extends learning opportunities and engages children in independent learning	4, 8, 9,10

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialised arts teaching (music, drama and dance)	Ensures a broad, balanced and engaging curriculum to enhance life experiences. 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	1,2,3,4,5,9
IT enhancements - Children to have access to high quality IT equipment and provision to ensure relevant and effective	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 they may not	1,4, 5,8

accessibility to the curriculum in all areas.	otherwise have experience of to consolidate learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	
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
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.	1,4,8,9,10

Total budgeted cost: £ 300,000 (*this takes into consideration mobility factors*)

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We appointed COVID Catch-up coordinator (TLR 3) who managed catch up programmes and interventions.

	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.

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.