

Amount of school's allocation of pupil premium grant?	£304,896	
Main barriers to educational achievement both internal and external:	A - Social and economic factors- including life experiences.	
	B – Safeguarding and emotional barriers.	
	C - Low baseline of attainment on entry to EYFS.	
	D - Speech and language development.	
	E - Level of mobility and attendance for some children.	
	F - Children having the necessary equipment to be effective learners.	
	G – Low aspiration/value for education.	
	H- Academic support for attainment at the Higher Standard.	
Main Barriers linked to projects to improve attainment for eligible children:		
Brief description of project	Estimated Cost	Intended Outcome
A/B - Full time Learning Mentor.	£200,000	Emotional support for vulnerable children and their families to ensure they make at least expected progress.
A/B/E – x2 Non-class-based DHTs offering support for teachers and learners.		Regular staff development. Support for identified children when needed to ensure progression towards fulfilling their potential.
C /G Reading Recovery Teacher and training (Return Oct 2020)		Pick up non- readers at Year 2 ensuring no children fall behind
A/B/E - Interventions (including 1:1) delivered by teachers and support staff.		Improved attainment - more children at ARE in each year group.
C - High ratio of support staff in EYFS (offering increased directed adult support).		Standards in EYFS to remain good. Targeted intervention and adult support to ensure progression.
A/E/F-Staffing of Breakfast Club.		Providing the opportunity for children who may not normally receive an adequate breakfast with a nutritional start to the day. To provide a nurturing, warm environment for children to socialise with peers.
C/D - SALT (Provide Speech & Language teacher 1 day per week to work in EYFS and provide CPD for EYFS practitioners).		Number of referrals to SaLT reduces from Yr 1 onwards. Pupils in EYFS are able to speak more clearly, positively impacting on their reading and writing work. Results in Expressive Arts & Design (EAD) increases and pupils converse freely and confidently with their peers and other adults.

A/B/C - Additional CPD for staff - bespoke programme for staff linked to needs of practitioner and learning needs of children.		All staff to be up to date with relevant initiatives to support the educational and emotional development of all learners.
A- Individualised support for eligible children identified as falling behind. Additional Maths tuition (for identified children) from experience maths teacher.	£5,500	To provide targeted support for children who are working below age-related expectations and to support PP children who may require additional nurture and support with study techniques.
A/G- Specialised Dance provision and teaching.	£3,000	To ensure a broad, balanced and engaging curriculum to enhance life experiences. To ensure that Identified children have the opportunity to develop their talent and skills within Dance where otherwise the opportunity would be lacking.
A/G- Specialised Ukulele provision and teaching.	£7,200	To ensure a broad, balanced and engaging curriculum to enhance life experiences. To ensure that Identified children have the opportunity to develop their talent and skills within music where otherwise the opportunity would be lacking.
A - Additional musical tuition (for identified children)	£15, 400	Identified children to develop their talent and skills where otherwise the opportunity would be lacking.
B/D/F/H- Outdoor Learning Space enhancement	£15,000	Provision of outdoor learning environments/hubs to support targeted interventions for PP/PP+ children- including: Speech & Language, Sensory, Nurture, SEMH and targeted curriculum areas.
F - IT enhancements	£20,000	Children to have access to high quality IT equipment and provision to ensure relevant and effective accessibility to the curriculum in all areas.
F - IT enhancements	£5000	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 otherwise have experience of to consolidate learning.
E/G - Special incentive days to enhance learning experiences and enrich their curriculum. Promote and reward a positive attitude to learning.	£10,000	Improved attendance and attitudes towards learning.
A/G - Subsidy of trips or enhancement projects (offering experiences that may otherwise be lacking)	£13,000	A broad, balanced and engaging curriculum to enhance life experiences. All children to have the opportunity to attend a residential.
F - Purchasing of home reading	£6,000	Engaged readers with a love for learning.

books (ensuring access to high quality texts and develop and maintain a love for learning).		Increased attainment and progress in reading ages and reading skills. Relevant and inspiring texts to support a vibrant curriculum.
G - Children's University Initiative and a highly subsidised extended learning provision	£5,500	A higher proportion of children accessing learning outside of the school day. An increased number of children graduating in 2018.
F - Individualised support for eligible children identified as falling behind (tailored to eligible children's needs as they arise ie clothing and equipment for school)	£1,500	Children have the required uniform and equipment to ensure they are not disadvantaged due to financial restraints.
A/G- Specialised Artist provision and teaching.	£6500	To ensure a broad, balanced and engaging curriculum to enhance life experiences. To ensure that Identified children have the opportunity to develop their talent and skills within art, craft and design where otherwise the opportunity would be lacking.
Date of the next pupil premium strategy review.	To be reviewed: <ul style="list-style-type: none"> • December 2020 • March 2021 • July 2021 	

Statement from Pupil Premium Policy-

Introduction

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.

The Pupil Premium has a number of wider aims:

Increase social mobility;

Enable more pupils from disadvantaged backgrounds to get to the top Universities;

Reduce the attainment gap between the highest and lowest achieving pupils nationally

Individual schools decide how the Pupil Premium (allocated per FSM pupil and LAC pupil) is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are held accountable for how 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) 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 schools make in allocating the money will be 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.

Pupil Premium Amount

The level of the premium in 2020-2021 is £1345 per pupil for pupils eligible for free school meals (FSM) and for pupils in care who have been continuously looked after for six months £1600

Monitoring

The impact of expenditure will be an integral part of the monitoring and evaluation of school effectiveness and analysis of pupil progress.

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

Date of review of impact of spending: July 2021

Analysis of children working at ARE

	Reception (52)			Year 1			Year 2		
	R	W	M	R	W	M	R	W	M
	(Number)								
All	42 (22/52)	39 (20/52)	48 (25/52)	59 16 29/49 8/49	59 20 29/49 10/49	53 22 26/49 11/49	64 25 38/59 15/59	61 10 36/59 6/59	69 17 41/59 10/59
Disadvantaged	40 (8/20)	35 (7/20)	40 (8/20)	43 11 12/28 3/28	43 11 12/28 3/28	39 14 11/28 4/28	56 20 22/39 8/39	54 8 21/39 3/39	62 10 24/39 4/39
Non-Disadvantaged	44 (14/32)	41 (13/32)	53 (17/32)	81 24 17/21 5/21	81 33 17/21 7/21	71 33 15/21 7/21	80 35 16/20 7/20	75 15 15/20 3/20	85 30 17/20 6/20

	Year 3			Year 4		
	R	W	M	R	W	M
All	64 37 38/59 24/59	64 17 38/59 10/59	69 29 41/59 17/59	69 18 39/57 10/57	67 21 38/57 12/57	61 23 35/57 13/57
Disadvantaged	58 26 18/31 8/31	52 10 16/31 3/31	61 42 19/31 12/31	60 12 25/42 5/42	57 12 24/42 5/42	55 21 23/42 9/42
Non-Disadvantaged	71 50	79 22	79 42	93 33	93 47	80 27

Bridgewater Primary School Pupil Premium Strategy 2020-2021

	20/28	22/28	22/28	14/15	14/15	12/15
	14/28	9/28	13/28	5/15	7/15	4/15

	Y5			Year 6		
	R	W	M	R	W	M
All	68 22 41/60 13/60	63 18 38/60 11/60	63 18 38/60 11/60	71 31 42/59 18/59	78 19 46/59 11/59	53 15 31/59 9/59
Disadvantaged	55 9 18/33 3/33	48 9 16/33 3/33	48 12 16/33 4/33	59 26 20/34 9/34	65 18 22/34 6/34	47 15 16/34 5/34
Non-Disadvantaged	85 37 23/27 10/27	81 30 22/27 8/27	81 26 22/27 7/27	88 36 22/25 9/25	96 20 24/25 5/25	60 16 15/25 4/25