

## 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

Detail	Data
School name	Bridgtown Primary School
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years 2021-2024
Date this statement was published	06.12.21
Date on which it will be reviewed	December 2022
Statement authorised by	Sarah Buzzard
Pupil premium lead	Sarah Buzzard
Governor / Trustee lead	Amanda Evans

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,470
Recovery premium funding allocation this academic year	£4,780
Covid Catch Up 2021-2022	£9900
LAC Funding	£1400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£194,550

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

At Bridgtown we acknowledge the uniqueness of all children, their ability to be creative and challenged, to celebrate their diversity, interests, cultures and talents. We have high expectations and challenge them to be confident, happy and reach their full potential.

We aim to provide a secure, happy and welcoming learning environment that is inclusive of all pupils. We encourage children and their parents to take part, to be active, to take responsibility and contribute to the school community and work in partnership with us to help the children to achieve their goals. We believe in doing our

best and having the courage to take risks and celebrate our success which will enable us to become successful and confident learners.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate that during lockdown the gap for learning has increased. For some pupils they have indicated this is due to a poor home learning environment e.g. support to persevere with online home learning during lockdown. This has led to increased gaps in learning on return to school in September 2021.
2	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. As a result, this negatively impacts their development as readers. The gap has been widened due to school closures.
3	Observations and internal data (CPOMS) indicate that social, emotional and mental health needs are affecting the wellbeing and progress of pupils. This has been particularly heightened following the return back to school after lockdown with school closure and the impact of this has been at a greater extent for our disadvantaged pupils. These findings are supported by national studies.
4	Upon entry 2020, baseline assessments indicate 39% of disadvantaged children are on track compared to 60% non-disadvantaged. This gap remains steady throughout school. Internal assessments and data collection indicate that Maths, Writing and Reading attainment among disadvantaged pupils is below that of non-disadvantaged. Upon entry, early communication skills are below expected standards.
5	Attendance data indicates that attendance amongst disadvantaged pupils is between 88%-90% in comparison to non-disadvantaged 94%-95% academic year 2020-2021

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and on-going formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/2025 show that more than 73% (national 2019) of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/2025 show that more than 79% (national 2019) of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/2025 show that more than 78% (national 2019) of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/2025 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 3.5% and the attendance gap between disadvantaged and their non-disadvantaged peers being reduced by 2% (2021- 4%)</li> <li>• The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no</li> </ul>

	<p>more than 5% lower than their peers.</p> <p>2018-2019 attendance= 93.9%</p> <p>Target= 96.5%</p> <p>2018-2019 persistent absence= 20.4% (national 8.2%)</p> <p>Disadvantaged persistent absence= 3.16% (national 16.1%)</p>
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## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions.</p> <p>NFER tests Sandwell Numeracy YARC</p> <p><a href="https://www.educationendowmentfoundation.org.uk/assessment-and-feedback-eeef/">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,4
<p>Nursery lead to undertake training ELAC programme.</p> <p>Nursery lead to deliver ELAC programme.</p> <p>EYFS staff to complete training for NELI.</p> <p>Implementation Spring 2022.</p>	<p>ELAC speech and language programme to be delivered in Early Years.</p> <p>NELI speech and language programme to be delivered in Early Years to target groups.</p>	1, 4
<p>Purchase of additional material to support the delivery of a validated systematic synthetic phonics programme- Read Write Inc. To secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly disadvantaged pupils.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics-eeef/">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 4

<p>Purchase Dandelion launchers initial phonically decodable books. These will be used to supplement RWI.</p> <p>Purchase and deliver Fast track tutoring Freshstart for KS2.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund release time for training and to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Mastery number with NCTEM)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/mathematics-guidance-key-stages-1-and-2-covers-years-1-to-6.pdf">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/primary-improving-mathematics-in-key-stages-2-and-3-eef/">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Improve the quality of social, emotional and mental health learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Lego Therapy training, trained Mental Health first aider, delivery of Jigsaw PSHE programme.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/primary-social-and-emotional-learning-eef/">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	3

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

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Word mats, Vocabulary Ninja, words of the week to extend children's vocabulary.</p> <p>EYFS to deliver the ELAC and NELI speaking and listening programme to targeted pupils.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2,4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through targeted teacher and teaching assistant sessions.</p>	<p>Phonics approaches have a strong evidence base indicating positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonic interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p><a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 4
<p>Additional targeted group sessions delivering the following: Accelerated reading</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes. Explicit deployment of a teaching assistant with a specific time framed intervention has the most impact.</p>	1, 4

Fast Track Freshstart Number Stacks.	<a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils. Explore school led tutors both teaching assistants and teachers. Explore external tutoring.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 4

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

Budgeted cost: £44,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management-restorative practice-Team Teach with the aim of developing our whole school ethos and improving behaviour across the school. All staff to reread and implement Paul Dix <i>When the adults change everything changes</i>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
Development of alternative provision on site. Forest school training to be delivered to an identified member of staff.	According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.	3

<p>Following the extension, explore the use of the DT room to provide an alternative curriculum for children at risk of exclusion.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Teaching assistant training in Lego Therapy. All teaching assistants to deliver intervention within their year group to a targeted group.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Interventions may focus on the ways in which students work with their peers and teachers.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Employment of an attendance officer.</p> <p>Dedicated time each day to focus on improvement of attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not been identified e.g. short-term places at alternative provision.</p>	<p>All</p>

**Total budgeted cost: £194,550**

## 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 3 years in key areas of the curriculum. De-spite 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, which was aided by use of the provision of devices, access to the internet, live teaching and online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was lower than in the preceding 3 years at 95% and the disadvantaged cohort was at 88%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 7% higher than their peers and persistent absence 13% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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
TT Rockstars	Maths Circle Limited
Science Bug	Active Learn
Lego Therapy	Behaviour Support Services
NELI	DfE

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Intervention – greater depth maths
What was the impact of that spending on service pupil premium eligible pupils?	Achievement of greater depth at the end of year 6. Improved confidence to apply deeper understanding during maths lessons.

## Further information

### **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:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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 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 also looked at studies about the impact of the pandemic on disadvantaged pupils.

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.