

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17



2. Current attainment

1. Summary information

Academic Year	2016-17	Total PP budget	£61,482	% of children PP and SEN	2%
Total number of pupils	570	Number of pupils eligible for PP	50: Sept 2016	% of children PP and EAL	12%
			<i>Pupils eligible for PP end of KS2</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving Scaled score of 100 or above in reading & maths plus expected standard in writing					
% achieving Scaled score of 100 or above in reading			88%	66%	
% achieving Scaled score of 100 or above in mathematics			88%	70%	
% achieving Scaled score of 100 or above in spelling, grammar and punctuation			88%	72%	
% achieving expected in standard in writing			75%	74%	
Progress Measure				School Non PP	School All
Progress measure in reading:			-1.67	0.54	0.22
Progress measure in writing:			-2.30	-2.48	-2.45
Progress measure in maths:			-0.17	-1.14	-0.15

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Planned Expenditure 2016-17						
The three headings below enable the school to demonstrate how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Quality of teaching for all						
<i>Desired outcome/success criteria</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>Suggested Cost/ Impact (EET)</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
<p>Effective feedback and marking used to impact on learning.</p> <p>Success Criteria: Teachers are effective in progressing learning through the course of a lesson. This will include NQT's and teachers new to the school. Learners will be able to explain their next steps and learning will be evident in their books.</p>	Effective feedback and marking used to impact on learning through whole school approaches	<p>Effective Feedback is a whole school focus for 2016-17 (Dylan Wiliam, Shirley Clarke). Effective feedback, including the use of formative assessment, will provide constructive steps for every pupil to ensure progress. It will enable learners to identify what they have done well and what they need to do to improve. It can support pupil confidence and self-esteem in learning, which can contribute to accelerated learning. Effective formative assessment will support teachers' knowledge of each pupil as part of thorough assessment procedures, in order to plan and refine next steps in learning. Developing consistent processes across the school will enable pupils to become reflective learners and helping them to close the gap between current and desired performance. Feedback studies tend to show very high effects on learning, when it is effective, of between 4 and 8 months progress, particularly when linked with professional development. Effective feedback has</p>	Low cost – high impact. Increased impact when combined with professional development.	<p>CPD for whole staff- September 2016, plus additional professional development - New to BPS training, Middle leader training, and NQT training.</p> <p>Staff meetings to FUFT through year.</p>	ZH,SM,SLT, all CTs	Analysis of Achievement team meetings, Pupil Progress meetings, SLT meetings, data analysis.

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		<p>impact on all types of learning across all age groups. <i>Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group March 2016</i> notes that the quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. This links directly to the second strategy below.</p>				
<p>Metacognition and self-regulation strategies.</p> <p><i>Success Criteria: Learners will be able to explain their next steps and will see mistakes and improvement as integral to learning. Learning will be evident in their books.</i></p>		<p>Meta-cognition and self-regulation approaches are used throughout the school to support learners think about their own learning more explicitly. Learners are supported to monitor and evaluate their own academic development, using a range of strategies, which is often in collaborative groups. The aim is that the children will feel ownership of and responsibility for their learning. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>In 2015, the EET noted that evaluations of an intervention based on "Growth Mindsets" research found gains of between two and five additional months' progress.</p>	Low cost – high impact.	CPD for whole staff- September 2016, New to BPS training, Middle leader training, NQT training, Staff meetings to FUFT through year.	ZH,SM, SLT, all CTs.	Analysis of Achievement team meetings, Pupil Progress meetings, SLT meetings, data analysis.
<p>Children in Y6 to make expected or above expected progress in English and Maths by end of</p>	<p>Increased teacher ratio in Y6. Three experienced teachers divide the year 6 classes into</p>	<p>The aim is to provide the Y6 cohort with lessons in core subjects being delivered by three teachers to support the development of the above two strategies and to more effectively challenge and deepen the</p>	High cost for moderate impact but we recognise that the gains from smaller class	Daily evaluations, planning will reflect evaluations and	ZH, SM, CR, JB.	Weekly in PPA, termly PPM, Achievement team meetings, Pupil Progress meetings,

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<p>KS2.</p> <p>Success Criteria: Children in Y6 will make at least expected progress from the end of KS1 to the end of KS2.</p>	<p>three mixed ability groups for mathematics and English. (See additional information.)</p>	<p>learning, as well as providing daily opportunities for over-learning to close gaps for vulnerable learners. The evidence from EET centres on whether the reduction in numbers leads to changes in pupils' attitude, if so then benefits on attainment can be identified. Some evidence suggests slightly larger effects are documented for the lower achievers and those from the lower socio-economic status. Overall, there is some evidence that reducing class sizes is more likely to be effective <u>when supported with professional development to learn and develop teaching skills and approaches</u>. This is being developed alongside CPD based on John Hattie's "Know Thy Impact" and focused on developing effective feedback to improve learning.</p> <p>This ratio is further supported by the use of a Higher Level Teaching Assistant, who is skilled in the Y6 curriculum. Marc Rowland in <i>A Practical Guide to Pupil Premium 2015</i> notes that when pupil premium spend is effective every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults."</p>	<p>sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive (see effective feedback).</p>	<p>reflections, use of effective AfL and summative, PITA (point in time assessments).</p>	<p>SLT meetings, data analysis.</p>
<p>Total budgeted cost - £21,288</p>					

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Targeted Support						
<i>Desired outcome/ Success Criteria</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>Suggested Cost/ Impact (EET)</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
<p>Children in EYFS to make accelerated progress from baseline. (4)</p> <p><i>Success Criteria: PP children in EY make accelerated progress from baseline and achieve at least in line with their peers.</i></p>	<p>Oral Interventions (speech and language)</p>	<p>NHS training for Speech and Language indicated that attention & listening skills form the basis for later communication development as children need to be able to focus and absorb language during interactions from an early age.</p> <p>Developing language skills also impacts on what a child can understand and later express. It is important that they understand that everyone has something to say, that ideas, views and opinions are what make us unique (personal, social and emotional development) and that they develop the ability to articulate these thoughts, views and opinions so that others can understand what they are communicating (communication and language.) Our aim is to increase the breadth and depth of receptive vocabulary (communication and language) as identified in <i>Unknown children – destined for disadvantage – Ofsted July 2016</i>. By intervening early we aim to develop the fundamental skills on which to develop learning and address any gaps for vulnerable learners, which could put them at a disadvantage.</p>	<p>Moderate impact for low cost</p>	<p>Team meetings EY weekly</p>	<p>JW, VA, FT.</p>	<p>Half termly.</p> <p>Children who have S&L targets as part of their Additional Support Plans will be monitored fortnightly.</p>
	<p>Interventions for early learning skills in reading and maths</p>	<p>EET: In most studies, although impact on attainment through interventions tends to wear off over time, impact on attitudes to school tends to be more durable. This will be combined with the school's focus on building a growth mind set and building learning</p>	<p>Moderate impact, high cost</p>	<p>Team meetings EY weekly</p>	<p>JW, VA, FT.</p>	<p>Half termly.</p> <p>Children who have learning targets as part of their Additional Support Plans will be</p>

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		resilience to close gaps. Children will have access to quality first teaching, which uses AfL effectively, to assess learning and move children on. When needed precise and short interventions will be given to fill any identified gaps,				monitored fortnightly.
<p>Children across the school to improve speech and language support, when identified, improving oral skills.</p> <p><i>Success Criteria: Children will show progress of at least 25% from baseline to final assessment by the end of the programme.</i></p>	<p>Talking Progress Intervention – focusing on developing attention & listening skills, understanding of language and vocabulary skills.</p> <p>Pre-course information for teaching staff and parents. Homework pack for parents which complements course activities and facilitates progress.</p>	<p>Baseline and final assessments before and after completion of Talking Progress to track progress following the intervention.</p>				2,500
<p>Children in Y2 to make expected or above expected progress from end of EYFS to end of KS1.</p> <p><i>Success Criteria: PP children to make</i></p>	<p>Pre-learning and over-learning for identified groups</p>	<p>This approach provides an opportunity to deliver smaller group tuition, to prepare identified children ahead of the lesson or to over-learn and secure key knowledge and skills. The majority of the evidence comes from the USA as there are few rigorous UK studies for this. In a 2014 evaluation of Year 6 and 7 pupils showed that they made an additional three months' progress from a</p>	<p>Moderate impact for moderate cost</p>	<p>Daily evaluations, planning will reflect evaluations and reflections, use of effective AfL and summative, PITA (point in time</p>	<p>NR, EC, CP, ZH.</p>	<p>Weekly in PPA, termly PPM, Achievement team meetings, Y2 PPA weekly, Pupil Progress meetings, SLT meetings, data analysis.</p>

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<p><i>expected or above expected progress from end of EYFS to end of KS1 and to achieve at least in line with their peers.</i></p>		<p>structured programme of small group tuition.</p>		<p>assessments).</p>		
<p>Children in Y3 to make accelerated progress in writing and maths in Y3.</p> <p><i>Success Criteria: PP children to make accelerated progress in Y3 to diminish the difference with peers (narrow the gap.)</i></p>	<p>Interventions in maths and writing for those who did not make expected standard at the end of Y2.</p>	<p>The evidence is noted above. Additionally, in a 2014 evaluation Year 6 and 7 pupils made an additional three months' progress from a structured programme of small group tuition.</p>	<p>Moderate impact for moderate cost</p>	<p>Daily evaluations, planning will reflect evaluations and reflections, use of effective AfL and summative, PITA (point in time assessments).</p>	<p>KH,HW, WL,AB,ZH.</p>	<p>Weekly in PPA, termly PPM, Achievement team meetings, Pupil Progress meetings, SLT meetings, data analysis.</p>
<p>To ensure that PP children in Y1 reach the expectations in phonics.</p> <p><i>Success Criteria: PP children to achieve the pass rate in the phonics screening in June 2017.</i></p>	<p>Phonics interventions with SJ for those identified by the Y1 leader.</p> <p>Evaluations to be discussed and follow-up linked to whole class teaching to generalise into reading and writing.</p> <p>Use AT meetings to discuss and then implement additional class-based strategies.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to secure the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Evidence is less secure for phonic intervention the older the child becomes, therefore this approach is targeted to the younger children. Intervention is additional and extra to high quality teaching - Marc Rowland in <i>A Practical Guide to Pupil Premium 2015</i>. Teaching phonics is generally thought to be more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though we aim to ensure that effective phonics techniques will be embedded in a rich literacy environment and are only one part of a wider ranging</p>	<p>Moderate impact for low cost – key is the quality and skills of the teaching.</p>	<p>Weekly analysis and reflection in Y1 PPA. Y1 to be supported by Phonics leader who will support identification of pupils and actions to be taken.</p>	<p>JC, KS, SJ, BC, AP,FT.</p>	<p>Weekly in PPA, termly PPM, Achievement team meetings, Pupil Progress meetings, SLT meetings, data analysis, subject leader analysis.</p>

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		English strategy.				
<p>To develop early reading skills in Y1.</p> <p><i>Success Criteria: Children receiving PP to progress to be in line with year group expectations.</i></p>	Catch –up literacy approach	<p>Evidence from the EET indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress. The sessions will be short but regular, (about 20 minutes, 3-5 times a week) over a set period of time (6-10 weeks) as the evidence suggests that this will result in optimum impact. Evidence also suggests tuition should be additional to, but also explicitly linked with classroom teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Overall, the EET evidence is consistent in showing that for younger learners in the UK (age appears to be a factor, the younger the learner the greater the impact), Catch up Literacy has average impact of between three and five months’ additional progress.</p>	Moderate impact for moderate cost	Weekly analysis and reflection in Y1 PPA. Y1 to be supported by Reading leader who will support identification of pupils and actions to be taken.	JC, JW, SJ, BC, AP, FT	Weekly in PPA, termly PPM, Achievement team meetings, Pupil Progress meetings, SLT meetings, data analysis.
<p>To develop reading comprehension strategies in Y6.</p> <p><i>Success Criteria: Children receiving PP to achieve at least in line with their peers at the end of KS2 (SATS/TA.)</i></p>	Small group tuition to develop Reading comprehension approaches to improve learners’ understanding of the text.	<p>In small groups, addition to whole class learning, teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves (see also Meta-cognition and self-regulation).</p> <p>EET evidence suggests that on average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly</p>	Moderate impact for very low cost. EET suggest that the costs for materials and professional development are estimated at £1,200 per teacher or £48 per pupil.	Regular reviews and feedback at end of weekly sessions. Evaluation and knowledge will be built into the next week’s learning challenges.	JW, ZH, SM, CR, KB.	Weekly in PPA, termly PPM, Achievement team meetings, Pupil Progress meetings, SLT meetings, data analysis, subject leader analysis.

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		effective for older readers (aged 8 years and older) who are not making expected progress. A key focus for teachers will be on identifying the level of comprehension activities that is required to extend pupils' reading capabilities.				
<p>To secure and deepen mathematics in Y6</p> <p><i>Success Criteria: The percentage of children achieving greater depth in mathematics and writing, including PP children, to increase to at least 30%.</i></p>	Small group tuition	EET suggests that both coaching programmes, that involved either one to one or small group tuition, had an average impact of five additional months' progress. As with the interventions above, additional tuition will be additional to, but also explicitly linked with classroom teaching, and teachers will monitor progress to ensure the tutoring is beneficial.	Moderate impact for moderate cost	Regular reviews and feedback at end of weekly sessions. Evaluation and knowledge will be built into the following week's sessions.	ZH, CR, SM, JB.	Weekly in PPA, termly PPM, Achievement team meetings, Pupil Progress meetings, SLT meetings, data analysis.
<p>To secure and deepen the development of writing in Y6</p> <p><i>Success Criteria: The percentage of children achieving greater depth in writing, including PP children, to increase to at least 30%. (Writing through TA/ Maths through SAT)</i></p>	Small group tuition					
Total budgeted cost = £25,940						

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Other Approaches						
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>Suggested Cost/ Impact (EET)</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
<p>To develop greater awareness of well-being in learners through social, emotional and mental health approaches.</p> <p>Success Criteria: Children will be able to identify strategies to support their SEMH needs. Children's increased well-being will be evidenced through entry and exit measures.</p>	<p>To develop the use of "Bridge Builders" – developing the emotional well-being of children and supporting them to cascade skills and knowledge to peers. Children receiving PPG will be identified as part of this group. To be part of the TaMHS school project in developing approaches to mental health, including staff development and training.</p>	<p>Interventions which target social and emotional learning seek to improve attainment by improving the social and emotional aspects of learning, as opposed to focusing directly on academic or cognitive elements. This fits with the whole school approach to developing a wider, holistic and positive school ethos to support greater engagement in learning.</p> <p>On average, SEMH interventions have an identifiable impact on attitudes to learning, social relationships in school, which when embedded and shared with class teachers can have an impact on attainment (four months' additional progress on average). The Inclusion team will build in regular feedback to teachers to ensure that they understand what aspects of SEMH are being developed, so these can be shared and developed within the whole class setting.</p> <p>Early Excellence Centre for Inspirational Learning <i>Grasp the issues and tackle disadvantage from an informed perspective – Autumn 2016</i> – noted that children with higher levels of well-being in EY showed significantly higher outcomes in communication and language, literacy and maths in the EY. <i>Unknown children – destined for disadvantage</i> – Ofsted July</p>	<p>Moderate cost moderate impact 4 months+.</p> <p>SEMH programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	<p>SEN/Inclusion meetings, Improvement Team support, Pupil Voice, support of outside professionals Helen Watson (EP) John Fardon (NCC Mental Health Practitioner and Teacher)</p>	<p>SJ, FT, VA, CP (Change maker lead)</p>	<p>Termly against TaMHS action plan, SLT meetings.</p>

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	<p>2016 points to research which shows that outcomes can be improved in settings where disadvantaged children develop the life skills to be confident contributors to society and where well-being needs are addressed, including mental health.</p> <p>Whilst SEMH interventions almost always improve emotional and attitude outcomes, some studies suggest that impact can be variable. <u>Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.</u> Due to this the school has invested in becoming a TaMHS school, so all staff are able to develop greater competencies in SEMH approaches through training and whole school approaches.</p>				
<p>To enable all learners to take part in sports to ensure well-being and equal opportunities.</p> <p>See Sports Premium Report but in addition there will be opportunities for PP only groups and support for paid activities as well as a wide range of non-paid for activities.</p>	<p>Although the overall impact of sports participation on academic achievement tends to be low (less than one additional month's progress), there is recent evidence from the UK that sports and learning participation can have an impact on health and well-being.</p> <p>As part of developing and encouraging well-rounded and developed future citizens, we aim to support all pupils to be able to take part in the full range of sporting activities to build resilience, co-operation, teamwork and physical skills.</p>	<p>Low impact for moderate cost but impact can also be seen in terms of child well-being.</p>	<p>See Sports Premium for full analysis and details of PP participation.</p>	<p>CP, TS, WL.</p>	<p>Extended TLC, Change-maker Team meetings.</p>
<p>To develop resilience and</p>	<p>Overall, studies of adventure learning interventions consistently show positive</p>	<p>Moderate impact</p>	<p>Entry and exit analysis, weekly</p>	<p>JMc, SB, SJ,</p>	<p>Phase meetings, Achievement team</p>

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	<p>confidence in learners through the Forest Schools Approach- Children receiving PPG will be identified as part of this group.</p>	<p>benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. The evidence suggests that the impact is greater for those in a 'wilderness' or forest setting, though other types of intervention still show some positive impacts.</p> <p>It is suggested that adventure learning interventions appear to improve academic outcomes because non-cognitive skills such as perseverance and resilience are developed and that these skills have a follow-on impact on academic outcomes.</p>	<p>for moderate cost.</p> <p>We aim to explicitly encourage pupils to then actively apply these non-cognitive skills in the classroom to increase effectiveness and impact of learning.</p>	<p>evaluations, feedback to class teachers so that skills can be identified, practised and embedded in learning in class.</p>	<p>FT.</p>	<p>meetings, within Change-maker Improvement Team, SLT.</p>
<p>Increase the active engagement of parents in supporting their children's learning at school.</p> <p>Success Criteria: Improving attendance rates of PP children to within the 90-95% range.</p>	<p>Employed a PLW for attendance, families in difficulties and general support of parental engagement in learning approaches and to support attendance.</p>	<p>This includes workshops and general approaches to encourage parents to support their children to read or do mathematics, as well as more intensive programmes for families in crisis.</p> <p>Parental involvement is consistently associated with pupils' success at school. There is some evidence that supporting parents with their first child will have benefits for siblings. Engaging hard to reach parents will be a priority in order to make this successful.</p> <p>Early Excellence Centre for Inspirational Learning <i>Grasp the issues and tackle disadvantage from an informed perspective – Autumn 2016</i> – note that adult parenting resilience emerges from supporting "ordinary, adaptable and transferable" behaviours. This is the aim of providing early</p>	<p>Moderate impact for moderate cost</p>	<p>Weekly meetings, parental opinion and outcomes, reduction of lower level difficulties.</p>	<p>LT,VA, FT</p>	<p>SEN/Inclusion meetings, Attendance meetings, SLT.</p>

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		targeted support.				
<p>To ensure that all pupils can take part in high quality extra- curricular experiences.</p> <p><i>Success criteria: PP children have increased opportunities to be involved in a wide range of enrichment activities.</i></p>	<p>To promote the use of the voucher scheme which provides parents/carers with £100 to use annually towards extra-curricular trips, including residential. Money can be “rolled over” towards trips of higher cost to ensure that all children can participate.</p>	<p>Residential experiences involve collaborative learning experiences with a high level of physical and often emotional challenge, including practical problem-solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation.)</p> <p>Adventure learning (as above) consistently shows positive benefits on academic learning, and wider outcomes such as self-confidence.</p>	<p>Moderate impact for moderate cost</p>	<p>Year group meetings, pupil and parent voice.</p>	<p>TdIF, JC, SM, ZH, CR, TK, TS, GD, CP,FT.</p>	<p>Termly through extended SLT and Change maker team meetings, PPM.</p>
<p>Total budgeted cost £13,560</p>						
<p>Total PP allocated = £60,788 – balance of £694 for support/resources not yet identified.</p>						

Additional Information	
<p>Challenge through Differentiation (not ability grouping.)</p>	<p>This is a whole school approach, in which children are NOT grouped according to their ability, but supported to understand their own learning and take the appropriate challenge to move on and deepen their learning. The EET notes that grouping children by “ability” can have a negative effect on attainment, progress and pupil attitude, this includes pupils with similar levels of current attainment being grouped together either for specific lessons on a regular basis (setting or regrouping), or as a whole class (streaming or tracking). On average, setting or streaming does not appear to be an effective strategy for raising the attainment of disadvantaged pupils, who are more likely to be assigned to lower groups.</p> <p>Whilst there is some evidence that there can be an impact on higher attaining learners (one and two additional months' progress when set or streamed compared to when taught in mixed ability groups) research into “gifted and talented schemes” rarely records the impact of the schemes on the students not identified as gifted and talented, who are more likely to be from disadvantaged backgrounds. Low attaining learners fall behind by one or two months a year, on average, when compared with the progress of similar students in classes</p>

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	<p>with mixed ability groups. It appears overall, setting or streaming appears to be detrimental to the learning of mid-range and lower attaining learners. On average, setting or streaming does not appear to be an effective strategy for raising the attainment of disadvantaged pupils. It appears likely that routine setting or streaming arrangements undermine low attainers' confidence and discourage the belief that attainment can be improved through effort. The school's focus on developing a growth mindset aims to show ALL learners that they can progress and learn through effort.</p>
<p>Intervention Grids</p>	<p>Every year group provides termly intervention grids, showing additional support for Pupil Premium, Vulnerable Learners and others – this is part of the core offer at the school and links with the strategy, linking to Pupil Progress meetings, Achievement Team meetings, Phase meetings and learning walks/work scrutiny.</p>
<p>Understanding and Identifying Vulnerable Learners</p>	<p>At Bridgewater we understand that we need to address the needs of all learners, including those that we may identify as vulnerable, but who do not receive the Pupil Premium funding. Unknown children – destined for disadvantage – Ofsted July 2016, notes that: <i>Disadvantage is a complex issue. It can affect children from birth and, left unchecked and unchallenged, can impact negatively on every aspect of a child's life. The most effective schools and settings visited had a much wider definition of disadvantage.</i> Successful leadership was identified when schools used the term, 'vulnerable' as a way of describing the unique circumstances surrounding an individual child, group of children or family," rather than focusing on indicators being limited to additional funding or services. Whilst this document focuses on Early Years education, we understand its principles to be vital for the support of children throughout the primary years and beyond.</p>
<p>Review of Expenditure to be completed in July 2017</p>	