

Bridgewater Primary School Pupil Premium Strategy Statement 2017-18

1. Summary information					
Academic Year	2017-18	Total PP budget =	£62,172	% of children PP and SEN	7%
Total number of pupils	567	Number of pupils eligible for PP	44: Sept 2017	% of children PP and EAL	15%

2. Current attainment				
	Pupils eligible for PP end of KS2 (BPS)	Pupils eligible for PP end of KS2 (Nat)	Average for all Pupils (BPS)	National Average for all Pupils (Nat)
% achieving Scaled score of 100 or above in reading & maths plus expected standard in writing	67%	67%	70%	61%
% achieving Scaled score of 100 or above in reading	92%	77%	83%	71%
% achieving Scaled score of 100 or above in mathematics	75%	80%	80%	75%
% achieving Scaled score of 100 or above in spelling, grammar and punctuation	83%	82%	87%	77%
% achieving expected in standard in writing	92%	81%	92%	76%

Progress Measure

Progress measure in reading:	+0.76	+0.47	+0.08	+0.33
Progress measure in writing:	+2.43	+0.17	+0.16	+0.17
Progress measure in maths:	-3.23	+0.28	-1.64	+0.28

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3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	In 2016-2017, PP children (7) attaining the expected standard in the Year 1 Phonics Screening Check is significantly lower than the national % (Sch = 43% vs Nat =84%).	
B.	At the end of KS1 2016/2017 pupils eligible for PP (5) did not make as much progress as PP pupils nationally in Writing, Maths or Science	
C.	At the end of KS2 2017, the attainment of PP children combined was in line with National and above the NA for all pupils. PP chn attained above National in reading, spag and writing. They attained in line with the NA for all pupils in Maths but below compared to PPchildren, Nationally. Children the progress in Maths from KS1 to the end of KS2 is lower than the National result (BPS = -3.23 vs Nat = +0.28 12 pupils). R, W, M achieving the higher standard combined was 3% lower than the national average (Sch: 8%, Nat: 11%).	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance: The number of disadvantaged children with % attendance of below 95% and 90%.	
E.	27 pupils out of 44 who are eligible for PP are accessing additional pastoral support. This includes support with attendance and safeguarding.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	78% (7/9) of Pupils eligible for PP to achieve at least in line with National PP children in the Year 1 phonics screening. Children with additional needs, to achieve good progress from their starting point.	2017/2018 Year 1 phonics check data for all children eligible for PP are to show improved outcomes in December, March and at the end of the year.

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B.	<p>Higher rates of progress and attainment across KS1 in Writing, Maths and science for pupils eligible for PP:</p> <p>Phonics Screening re-sit: 67% (4/6) of PP children to achieve a pass in the phonics screening check re-sit. Children with additional needs, will make good progress from their starting point.</p>	<p>End of KS1 data will demonstrate that at least the projected % of PP children will achieve in line or above the expected standard.</p>
C.	<p>Higher rates of progress and attainment across KS2 specifically in Maths for pupils eligible for PP:</p> <p>Pupils eligible for PP to achieve at least in line or above compared to National PP children.</p>	<p>End of KS2 data to demonstrate that the majority of pupils in KS2 who are eligible for PP make rapid progress and attain at least in line with the national PP children.</p>
D.	<p>Increase attendance to at least 95% or above of those children eligible for PP. Regular monitoring in place with all stakeholders aware.</p> <p>PP children and their families are to be provided with Family Worker support to ensure that the pupils have increased opportunities to successfully access school and the curriculum. PLW to support families to manage outside factors which are impacting on attendance.</p>	<p>Improved attendance and well-being.</p> <p>Families to be supported in improving attendance to at least 95%.</p>

Further strategies, integral to achieving the outcomes above, are also noted within the body of the strategy.

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Planned Expenditure 2017-18						
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 (EEF)</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
1. Higher rates of progress and attainment across KS1 for pupils eligible for PP.	<ul style="list-style-type: none"> * Maths specialist in school to support and develop CPD. * Handwriting Leader to support teachers in order for their children to gain automaticity. T4W focus * Interventions in place. * Staff training and LVs focus upon challenge and high quality AFL and feedback. 	<p>Specialists work closely with other leaders in education to ensure that strategies and methods support current national recommendations. Handwriting and presentation is an OFSTED 2014 target and therefore a whole school focus. Our new handwriting scheme has shown impact in enabling the children to build core strength and present writing accurately thus meeting the criteria of the KS1 interim assessments.</p> <p>As evidence shows (EEF), effective feedback, to teachers and pupils, has high impact on children's progression.</p>	<p>Feedback: High impact low cost. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals.</p>	<p>All stakeholder involvement. Class teachers feedback regularly. Thorough completions of 20 Day plans. Termly lesson visits and moderation meetings.</p>	SLT ZH NR Y1 SM SB	
4. Children in Y2 to make expected or above expected progress from end of EYFS to end of KS1.	Pre-learning and over-learning for identified groups targeted by	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	Moderate impact for moderate cost	Daily evaluations, planning will reflect evaluations and reflections, use of effective	NR, EC, CP, ZH. SB	Weekly in PPA, termly PPM, 20 Day Plan meetings, Y2 PPA weekly, Pupil Progress meetings, SLT

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<p>Success Criteria: PP children to make expected or above expected progress from end of EYFS to end of KS1 and progress at least in line with their peers.</p>	<p>additional support staff.</p>	<p>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 structured programme of small group tuition.</p>		<p>AfL and summative, PITA (point in time assessments).</p>		<p>meetings, data analysis.</p>
<p>2. Pupils who are eligible for PP progressing in their phonic knowledge in order to achieve their best possible outcome in the phonics check at the end of Y1 and Y2.</p>	<p>Revision of training in phonics for all teaching assistants.</p> <p>Daily phonics teaching.</p> <p>Regular pre/over learning for those who need additional support.</p>	<p>EEF states Phonics approaches have been consistently found to be effective in supporting younger readers to master 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. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<p>Moderate impact-low cost.</p>	<p>Year 1/2 teachers and TAs to be observed teaching phonics in order to assess quality of learning and teaching. Regular phonic checks as well as meetings with the leader.</p>	<p>Phonics lead ZH HW NR Class teachers. SB</p>	
<p>3. Metacognition and self-regulation strategies. 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.</p>	<p>Meta-cognition and self-regulation approaches are used throughout the school to support learners think about their own learning more explicitly.</p> <p>These approaches also run through all interventions and coaching.</p>	<p>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 EEF noted that evaluations of an intervention based on "Growth Mindsets" research</p>	<p>Low cost – high impact.</p>	<p>CPD for whole staff- September 2016, New to BPS training, Middle leader training, NQT training, Staff meetings to FUFT through year.</p>	<p>ZH, SM, SLT, all CTs.</p>	<p>Analysis of Achievement team meetings, Pupil Progress meetings, SLT meetings, data analysis.</p>

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		<p>found gains of between two and five additional months' progress.</p> <p>The introduction of the Bridge area to support children needing additional support with self-regulation is being used as a flexible, alternative provision when needed. Whilst the research shows that Behaviour interventions have a moderate impact of +3 months against moderate costs, the evidence strength supporting this is high. The combination of whole school strategies, alongside personalised behaviour provision is aimed to impact on those identified as VL, as well as children receiving PP.</p>	Moderate cost – moderate impact (Behaviour interventions)	<p>Whole school training: Different Sized Boxes – September 2017</p> <p>Phase meetings, staff meetings, individual support from Inclusion team</p>	<p>FT (Inclusion Team)</p> <p>All class teachers.</p>	<p>Emotional Literacy assessments and interventions, such as Kings Meadow Curriculum, Well-being interventions with clear criteria, such as Bridge Builders, Boxall profile entry and exit.</p>
<p>5. Higher rates of progress and attainment across KS2 combined in reading, writing and maths.</p> <p><i>Success Criteria: End of year data will demonstrate the majority of pupils eligible for pp have made expected progress.</i></p> <p><i>End of KS2 data will demonstrate that children eligible for pp have made at least expected progress in line with national data.</i></p>	<p>HLTA support during the mornings in core lessons supporting pre/over learning and metacognition.</p>	<p>The aim is to provide the Y6 cohort with support in core subjects to support the development of metacognition and self-regulation as well as being able to more effectively challenge and deepen the learning. This support will provide daily opportunities for over-learning to close gaps for PP and vulnerable learners as well as other children.</p> <p>This 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>	Moderate cost for moderate impact but quality and quantity of feedback the pupils receive will have a high impact (see effective feedback).	<p>Daily evaluations, planning will reflect evaluations and reflections, use of effective AfL and summative, PITA (point in time assessments).</p>	<p>JB, FS, SM, AA – (HLTA) VS – SJ interventions. LH</p>	<p>Weekly in PPA, termly PPM, 20 Day Challenge meetings, Pupil Progress meetings, SLT meetings, data analysis.</p>

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Total budgeted cost - £21,010

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>1. PP children and their families to have adequate Family Link Worker support to ensure pupils have increased opportunities to successfully access school and the curriculum.</p>	<ul style="list-style-type: none"> • CPD for PLW • My Concern (on-line safeguarding tracing doc). • Early help. • Increase PLW hours in order to provide more opportunities to liaise with families. • Monitor attendance closely. 	<p>The school recognises that raising attainment for many children in the school begins with their 'readiness for learning' A number of external factors mean that many children and families within the school require additional support with accessing learning. These factors may include finance, housing, deprivation, English as an additional language, migration, behaviour, safeguarding or attendance.</p> <p>PP children had a low rate of attendance at points during 2016/2017.</p>	<p>Moderate impact for moderate cost.</p> <p>EEF: 'The association between parental involvement and a child's academic success is well established.'</p>	<p>Regular meetings with the PLW.</p> <p>PLW to support families to manage barriers to attendance.</p>	<p>PLW to liaise closely with FT and the inclusion team. LW to liaise with PLW regarding PP Attendance.</p>	<p>At least monthly with the office manager.</p> <p>Weekly with PLW</p> <p>Daily response to attendance issues.</p>
<p>2. PP children in EYFS to make accelerated progress from baseline. (+4)</p> <p><i>Success Criteria: PP children in EY make accelerated progress from their baseline.</i></p>	<p>Oral Interventions (speech and language)</p> <p>'Talking Success' to train additional staff.</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</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>

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		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.				
	Interventions for early learning skills in reading and maths (20 Day Plans)	EEF: 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 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 using 20 Day Plans.	Moderate impact, high cost	Team meetings EY weekly	JW, VA, FT.	Half termly. Children who have learning targets as part of their Additional Support Plans will be monitored fortnightly.
Children across the school to improve speech and language, when identified, improving oral and communication skills. Success Criteria: Children will show progress of at least 25% from baseline to final assessment by the end of the programme.	Talking Progress Intervention – focusing on developing attention & listening skills, understanding of language and vocabulary skills. Pre-course information for teaching staff and parents. Homework pack for parents which complements course activities and facilitates progress.	Talking Progress is a package of support provided by the Children's Speech and Language Therapy Service. This includes school input through: *Training for staff to ensure quality first teaching and communication friendly environments. *Direct support for children with delayed speaking and listening skills through a 'booster' programme, to be delivered by trained TAs and supported by a Speech & Language Therapist in Reception and Yr1. *Direct 'hands on' training for support staff to effectively deliver speaking and listening groups. *Monitoring of language outcomes before and after Talking Progress. Rationale:	Moderate impact for low cost. EEF states 'Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make	Weekly review and evaluations between Speech and Language Therapist and school staff. This is shared with teachers, so they can support in classroom to help generalisation and application of skills in more situations.	FT, KS, VA	Baseline and final assessments before and after completion of Talking Progress to track progress following the intervention.

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		<p>*Vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond and therefore a priority for those children who need it.</p> <p>Talking Progress interventions have run in local schools for the last 6 years. The outcomes of these groups indicates that of those children with delayed language and attention and listening skills attending the groups, up to half the children close the gap with peers with this support. Of the other children, further additional needs have been identified and this can lead to more individual support.</p> <p>*Supporting evidence also indicates that of children entering school with a language delay, these difficulties will persist or get worse without intervention (Locke & Ginsborg 2003) (Leydon 2007)</p> <p>*Feedback from schools who have been involved with Talking Progress indicates the progress made by the children is carried through to the classroom following the intervention period.</p>	<p>approximately five months' additional progress over the course of a year.'</p>			
<p>6. To support Y1 PP children progression in phonics.</p> <p>Success Criteria: PP children to achieve accelerated progress from their starting point with the aim of at least 78% of children achieving the pass rate</p>	<p>Phonics interventions for those identified by the Y1 leader.</p> <p>Thorough 20 Day Plans to be completed.</p> <p>Evaluations to be discussed and follow-up linked to whole class teaching to generalise into reading and writing.</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</p>	<p>Moderate impact for low cost – key is the quality and skills of the teaching.</p>	<p>Regular 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>HW, KS, ZH, AP, GK, FT, LW.</p>	<p>Weekly in PPA, termly PPM, 20 Day Plan meetings, SLT meetings, data analysis, subject leader analysis.</p>

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<p><i>in the phonics screening in June 2018.</i></p> <p><i>Children with additional needs will make good progress from their starting point.</i></p>	<p>Use 20 Day Plan meetings to discuss and then implement additional class-based strategies.</p>	<p>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 English strategy.</p>				
<p>7. To secure and deepen mathematics in Y6 and Y5.</p> <p>Success Criteria: <i>Children receiving PP to progress at least in line with their peers at the end of KS2 (SATS/TA.)</i></p>	<p>Small group tuition</p>	<p>EEF 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.</p>	<p>Moderate impact for moderate cost</p>	<p>Regular reviews and feedback at end of weekly sessions. Evaluation and knowledge will be built into the following week's sessions.</p>	<p>FS, JB, SM</p>	<p>Weekly in PPA, termly PPM, 20 Day Plan meetings, Pupil Progress meetings, SLT meetings, data analysis.</p>
<p>Total budgeted cost = £25,126</p>						
<p>Total of Quality of Teaching for all and Quality Support: £46,136 (incl.2016-17 carry forward)</p>						

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>1. To develop greater awareness of well-being in</p>	<p>To develop the use of "Bridge Builders" – developing the</p>	<p>Interventions which target social and emotional learning seek to improve attainment by improving the social and emotional aspects of learning, as</p>	<p>Moderate cost moderate impact 4 months+.</p>	<p>SEN/Inclusion meetings, Improvement</p>	<p>SJ, FT, VA, CP</p>	<p>Action plan reviews, SLT meetings. Inclusion Team.</p>

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<p>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>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>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 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</p>	<p>SEMH programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	<p>Team support, Pupil Voice, support of outside professionals.</p>	<p>(Healthy Child lead)</p>	
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		TaMHS school, so all staff are able to develop greater competencies in SEMH approaches through training and whole school approaches.				
	<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>	Low impact for moderate cost but impact can also be seen in terms of child well-being.	See Sports Premium for full analysis and details of PP participation.	CP, TS, WL.	Extended TLC, Healthy Child Team meetings.
	Support development of well-being through the use of Hygge sessions.	EEF states: Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.	Moderate impact for moderate costs.	<p>2 members of staff employed from 8:30-9am provided for Y groups 1-6.</p> <p>Consider mindfulness training</p> <p>Regular review meetings in order to review practice.</p> <p>Seek feedback from parents and children.</p>	SJ, FT, VA	Ongoing

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	<p>To develop resilience and confidence in learners through the Forest Schools Approach- Children receiving the PPG will be identified as part of this group.</p>	<p>Overall, studies of adventure learning interventions consistently show positive 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>Moderate impact 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>Entry and exit analysis, weekly evaluations, feedback to class teachers so that skills can be identified, practised and embedded in learning in class.</p>	<p>JMc, SB, SJ, FT.</p>	<p>20 Day Plan meetings, within Healthy Child Improvement Team, SLT.</p>
<p>2. 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 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>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 targeted support.</p>	<p>Moderate impact for moderate cost</p>	<p>Weekly meetings, parental opinion and outcomes, reduction of lower level difficulties.</p> <p>Removal of barriers to attendance.</p>	<p>LT,VA, FT, LW, JC</p>	<p>SEN/Inclusion meetings, Attendance meetings, SLT, PLW meetings.</p>

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<p>3. 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 trips. 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 Healthy Child team meetings, PPM.</p>
<p>Total budgeted cost £17,708</p>						
<p>Total PP allocated = £63,844</p>						
<p>Balance of £62,172 allocated 2017-18 and £1672 carry forward 2016-17</p>						

<h3 style="text-align: left; margin: 0;">Additional Information</h3>	
<p>16. 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 EEF 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 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</p>

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	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.
20 Day Plans	Every year group provides 20 Day Plans, 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, Research Team meetings, Phase meetings and learning walks/work scrutiny.
Understanding and Identifying Vulnerable Learners	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.
Early years	In January 2018, Bridgewater is opening a Nursery. We currently do not know how many of our children attending will be PP or VLs. We will support all children to make progress in line with their peers, using the strategies discussed in the main body of the document, as well as offering support from our family link worker.
Review of Expenditure to be completed in July 2018	

Review of Expenditure – July 2018

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Quality of teaching for all				
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>Estimated impact: Did this approach meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<i>Lessons Learned: will we continue with this approach?</i>	<i>Cost</i>

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Total budgeted cost -				

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Targeted Support				
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>Estimated impact: Did this approach meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<i>Lessons Learned: will we continue with this approach?</i>	<i>Cost</i>
				Total =

Other approaches				
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>Estimated impact: Did this approach meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<i>Lessons Learned: will we continue with this approach?</i>	<i>Cost</i>

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Total =	Carried forward=			
Total budgeted cost =				

