

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17



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%
2. Current attainment					
			<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			70%	61%	
% 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				<i>School Non PP/ School All</i>	
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	

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

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>1. Effective feedback and marking used to impact on learning.</p> <p><i>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.</i></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 William, 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.</p> <p>Feedback studies tend to show very high effects on learning, when it is effective, of between 4 and 8 months progress,</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.

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

		<p>particularly when linked with professional development. Effective feedback has 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>2. 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.</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 EET noted that evaluations of an intervention based on "Growth Mindsets" research found gains of between two and five additional months' progress.</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>
<p>3. Children in Y6 to make expected or above expected progress in English and Maths by end of KS2.</p>	<p>Increased teacher ratio in Y6. Three experienced teachers divide the year 6 classes into three mixed ability</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 learning, as well as providing daily</p>	<p>High cost for moderate impact but we recognise that the gains from smaller class sizes are likely to</p>	<p>Daily evaluations, planning will reflect evaluations and reflections, use</p>	<p>ZH, SM, CR, JB.</p>	<p>Weekly in PPA, termly PPM, Achievement team meetings, Pupil Progress meetings,</p>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

<p>Success Criteria: Children in Y6 will make at least expected progress from the end of KS1 to the end of KS2.</p>	<p>groups for mathematics and English. (See additional information.)</p>	<p>opportunities for over-learning to close gaps for vulnerable learners.</p> <p>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>come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive (see effective feedback).</p>	<p>of effective AfL and summative, PITA (point in time assessments).</p>		<p>SLT meetings, data analysis.</p>
<p>Total budgeted cost - £21,288</p>						

Targeted Support

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

Desired outcome/ Success Criteria	Chosen action / approach	What is the evidence and rationale for this choice?	Suggested Cost/ Impact (EET)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>4. Children in EYFS to make accelerated progress from baseline. (4)</p> <p>Success Criteria: PP children in EY make accelerated progress from baseline and achieve at least in line with their peers.</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. 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 resilience to close gaps. Children will have access to quality first teaching, which uses AfL effectively, to assess learning and move</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 monitored fortnightly.</p>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

		children on. When needed precise and short interventions will be given to fill any identified gaps,				
<p>5.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. 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>6.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 expected or above expected progress from end of EYFS to</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 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>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>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

<p><i>end of KS1 and to achieve at least in line with their peers.</i></p>						
<p>7.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>8.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 English strategy.</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>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

<p>9.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>	<p>Catch –up literacy approach</p>	<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>	<p>Moderate impact for moderate cost</p>	<p>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.</p>	<p>JC, JW, SJ, BC, AP,FT</p>	<p>Weekly in PPA, termly PPM, Achievement team meetings, Pupil Progress meetings, SLT meetings, data analysis.</p>
<p>10.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>	<p>Small group tuition to develop Reading comprehension approaches to improve learners’ understanding of the text.</p>	<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 effective for older readers (aged 8 years and older) who are not making expected progress.</p>	<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.</p>	<p>Regular reviews and feedback at end of weekly sessions. Evaluation and knowledge will be built into the next week’s learning challenges.</p>	<p>JW, ZH, SM, CR, KB.</p>	<p>Weekly in PPA, termly PPM, Achievement team meetings, Pupil Progress meetings, SLT meetings, data analysis, subject leader analysis.</p>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

		A key focus for teachers will be on identifying the level of comprehension activities that is required to extend pupils' reading capabilities.				
<p>11. To secure and deepen mathematics 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	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>12. 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						

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

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>13. 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>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

		<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>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

	<p>To develop resilience and confidence in learners through the Forest Schools Approach- Children receiving 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>Phase meetings, Achievement team meetings, within Change-maker Improvement Team, SLT.</p>
<p>14. 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</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>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

		“ordinary, adaptable and transferable” behaviours. This is the aim of providing early targeted support.				
<p>15. 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>	Moderate impact for moderate cost	Year group meetings, pupil and parent voice.	TdIF, JC, SM, ZH, CR, TK, TS, GD, CP,FT.	Termly through extended SLT and Change maker team meetings, PPM.
Total budgeted cost £13,560						
Total PP allocated = £60,788 – balance of £694 for support/resources not yet identified.						

Additional Information

16. Challenge through Differentiation (not ability grouping.)

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.

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

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

	<p>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 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></p> <p>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>	

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

Review of Expenditure

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>
<p>1. Effective feedback and marking used to impact on learning.</p> <p>Success Criteria: <i>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.</i></p>	<p>Effective feedback and marking used to impact on learning through whole school approaches</p>	<p>Who: ZH, SM, SLT, all CTs</p> <p>This met the success criteria, as evidenced through lesson visits and pupil voice. The green editing pen shows reflection on work throughout lessons as well as individual teacher feedback. Green and pink highlighters give an immediate visual impression to the learner as to their next steps. Pupil understanding is evidenced through termly learning conferences in which learners explore and express their learning and next steps, alongside parents and carers. NQT and new to Bridgewater sessions supported new staff new to understand and develop their use of effective feedback. Children's books show evidence of effective feedback.</p>	<p>In 2017-18 we will develop greater professional opportunities to use research to impact positively on practice through our Research teams.</p>	<p>£450</p>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

<p>2. Metacognition and self-regulation strategies.</p> <p>Success Criteria: <i>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.</p>	<p>Who: ZH, SM, SLT, all CTs</p> <p>See comments above - this is explicitly practised through the school in order to give learners ownership of their work and understanding of their next steps, with adult support.</p> <p>Children do not identify themselves by the “group” as they challenge themselves through flexible, differentiated tasks according to where they are. This supports learner resilience.</p> <p>Learning walks by SLT, governors and subject/phase leaders includes pupil voice.</p> <p>Editing evidence in books.</p> <p>Termly Learning Conference – children are able to express their learning journey and next steps with parents/carers.</p> <p>The growth mind-set encourages children to understand learning as a series of mistakes, from which they take their learning forwards.</p> <p>Support of NQTs and new-to Bridgewater enables the teachers to develop effective formative assessment strategies which support the learners to be able to progress through the lesson.</p>	<p>This will be continued with additional support for NQTs and RQTs.</p> <p>Challenge by differentiation remains central to the school approach to learning and teaching.</p>	<p style="text-align: center;">£450</p>
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Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

<p>3. Children in Y6 to make expected or above expected progress in English and Maths by end of KS2.</p> <p><i>Success Criteria: Children in Y6 will make at least expected progress from the end of KS1 to the end of KS2.</i></p>	<p>Increased teacher ratio in Y6. Three experienced teachers divide the year 6 classes into three mixed ability groups for mathematics and English. (See additional information.)</p>	<p>Who: ZH, SM, CR, JB.</p> <p>Having a class size of 20 benefited all learners within Y6 as teachers were able to pick up misconceptions quickly and also push children when required within the lesson with greater accuracy and provide follow-up support directly after the lesson as it was required. The Y6 split followed the same school principles of challenge through differentiation and were mixed ability</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Name</th> <th>KS1 Reading</th> <th>KS2 Reading</th> <th>KS1 Writing</th> <th>KS2 Writing</th> <th>KS1 Maths</th> <th>KS2 MATHS</th> </tr> </thead> <tbody> <tr><td>Child 1</td><td>3</td><td>GD</td><td>2a</td><td>GD</td><td>2a</td><td>EX</td></tr> <tr><td>Child 2</td><td>3</td><td>GD</td><td>2a</td><td>GD</td><td>3</td><td>EX</td></tr> <tr><td>Child 3</td><td>2a</td><td>WT</td><td>2c</td><td>EX</td><td>2b</td><td>WT</td></tr> <tr><td>Child 4</td><td>3</td><td>EX</td><td>2a</td><td>GD</td><td>2a</td><td>EX</td></tr> <tr><td>Child 5</td><td>3</td><td>GD</td><td>3</td><td>GD</td><td>3</td><td>GD</td></tr> <tr><td>Child 6</td><td>2b</td><td>EX</td><td>2c</td><td>EX</td><td>2a</td><td>EX</td></tr> <tr><td>Child 7</td><td>2a</td><td>EX</td><td>2a</td><td>EX</td><td>2b</td><td>EX</td></tr> <tr><td>Child 8</td><td>2a</td><td>EX</td><td>2b</td><td>EX</td><td>2b</td><td>WT</td></tr> <tr><td>Child 9</td><td>2b</td><td>EX</td><td>2b</td><td>EX</td><td>2b</td><td>EX</td></tr> <tr><td>Child 10</td><td>3</td><td>EX</td><td>3</td><td>GD</td><td>2a</td><td>EX</td></tr> <tr><td>Child 11</td><td>2a</td><td>GD</td><td>2b</td><td>EX</td><td>2b</td><td>WT</td></tr> <tr><td>Child 12 transient</td><td>2a</td><td>EX</td><td>2c</td><td>WTS</td><td>2b</td><td>EX</td></tr> </tbody> </table> <p>In maths from a 2a starting point at the end of KS1 all 4 children made EX, 1 child out of 2 who achieved at L3 at the end of KS1 achieved GD.</p> <p>In Reading 11/12 children made EX or GD = 92%. Of the 10 children who were L2a+, 6 achieved EX and 4 achieved GD.</p> <p>In writing of the 5 children who were at L2a+ all 5 achieved EX and 4/5 achieved GD. 2 out of the 3 children who achieved L2c at the end of KS1 made EXS at the end of KS2.</p>	Name	KS1 Reading	KS2 Reading	KS1 Writing	KS2 Writing	KS1 Maths	KS2 MATHS	Child 1	3	GD	2a	GD	2a	EX	Child 2	3	GD	2a	GD	3	EX	Child 3	2a	WT	2c	EX	2b	WT	Child 4	3	EX	2a	GD	2a	EX	Child 5	3	GD	3	GD	3	GD	Child 6	2b	EX	2c	EX	2a	EX	Child 7	2a	EX	2a	EX	2b	EX	Child 8	2a	EX	2b	EX	2b	WT	Child 9	2b	EX	2b	EX	2b	EX	Child 10	3	EX	3	GD	2a	EX	Child 11	2a	GD	2b	EX	2b	WT	Child 12 transient	2a	EX	2c	WTS	2b	EX	<p>3 way split will not be able to be continued, due to the re-allocation of staffing, but an experienced HLTA will be used in all core subjects to pick up pre-and over-learning to increase challenge and address misconceptions quickly.</p> <p style="text-align: right; font-weight: bold;">£20,388</p>
Name	KS1 Reading	KS2 Reading	KS1 Writing	KS2 Writing	KS1 Maths	KS2 MATHS																																																																																								
Child 1	3	GD	2a	GD	2a	EX																																																																																								
Child 2	3	GD	2a	GD	3	EX																																																																																								
Child 3	2a	WT	2c	EX	2b	WT																																																																																								
Child 4	3	EX	2a	GD	2a	EX																																																																																								
Child 5	3	GD	3	GD	3	GD																																																																																								
Child 6	2b	EX	2c	EX	2a	EX																																																																																								
Child 7	2a	EX	2a	EX	2b	EX																																																																																								
Child 8	2a	EX	2b	EX	2b	WT																																																																																								
Child 9	2b	EX	2b	EX	2b	EX																																																																																								
Child 10	3	EX	3	GD	2a	EX																																																																																								
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Child 12 transient	2a	EX	2c	WTS	2b	EX																																																																																								

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

Total budgeted cost - £22,188				

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

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>
<p>4. 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>56% of PP children achieved GLD. Two of the PP children were exceeding in the majority of prime areas. One PP child achieved exceeding in two specific areas.</p> <p>2 out of 4 children who did not achieve GLD have made accelerated progress since the baseline.</p> <p>Extra support has had a positive impact from low starting points.</p> <p>Children showed that early support with oral interventions including speech, language and communication needs impacted on early reading and phonics skills, as well as confidence to participate in learning.</p>	<p>Over- learning, as evidenced through the 20 Day Action Plans, worked as the additional adults were aware of what they need to achieve – the development of shared intervention files supported this, as all adults could access them.</p> <p>20 Day Plans have been a huge positive and supported vulnerable learners, as well as those receiving the PPG, well.</p> <p>Social Groups and over-learning have also worked; these strategies will continue next year.</p>	<p>£3,529</p>
<p>5.Children across the school to improve speech and language support, when identified, improving oral skills.</p>	<p>Talking Progress Intervention – focusing on developing attention & listening skills, understanding</p>	<p>Who: VA, KS</p> <p>Talking Progress is only 7 weeks into the 20-week programme when reporting back, as we needed to wait to source a Speech and Language Specialist but we are already seeing positive results. Class teachers have reported that children in EYFS (10 children) have increased confidence in their ability to talk in front of</p>	<p>This is continuing and a second round is planned for. Alongside this the Speech and Language teaching assistant, will be</p>	<p>£2,500</p>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

<p>Success Criteria: Children will show progress of at least 25% from baseline to final assessment by the end of the programme.</p>	<p>of language and vocabulary skills. Pre-course information for teaching staff and parents. Homework pack for parents which complements course activities and facilitates progress.</p>	<p>their peers. Within the sessions, the Speech and Language Therapist has observed that children in Year 1 (7) have embedded their listening skills and Year 2 (3) have developed their language skills. Within the group a child with a specific language impairment has become much more confident in his ability to talk and be understood by others.</p> <p>Final assessments to show progress will be completed at the end of the programme.</p> <p>As a whole the three groups which are made up of 21 children from EYFS to Year 3 have made progress with their ability to listen, take turns and have confidence in using their own voice.</p>	<p>further developing her skills through a Level 3 course, so further groups can be run, as well as individual targeted work.</p>																																																	
<p>6.Children in Y2 to make expected or above expected progress from end of EYFS to end of KS1.</p> <p>Success Criteria: PP children to make expected or above expected progress from end of EYFS to end of KS1 and to achieve at least in line with their peers.</p>	<p>Pre-learning and over-learning for identified groups</p>	<p>Who: NR, EC, CP, ZH.</p> <table border="1" data-bbox="674 743 1637 1185"> <thead> <tr> <th rowspan="2">Name</th> <th colspan="2">Reading</th> <th colspan="2">Maths</th> <th colspan="2">Writing</th> </tr> <tr> <th>EY</th> <th>Y2</th> <th>EY</th> <th>Y2</th> <th>EY</th> <th>Y2</th> </tr> </thead> <tbody> <tr> <td>Child 1</td> <td>Emerging</td> <td>Expected</td> <td>Emerging</td> <td>WT</td> <td>Emerging</td> <td>WT</td> </tr> <tr> <td>Child 2*</td> <td>Expected</td> <td>Expected</td> <td>Expected</td> <td>WT</td> <td>Expected</td> <td>WT</td> </tr> <tr> <td>Child 3</td> <td>Expected</td> <td>Expected</td> <td>Expected</td> <td>Expected</td> <td>Expected</td> <td>WT</td> </tr> <tr> <td>Child 4</td> <td>Expected</td> <td>Expected</td> <td>Exp/Exceed</td> <td>Expected</td> <td>Expected</td> <td>Expected</td> </tr> <tr> <td>Child 5</td> <td>Expected</td> <td>Expected</td> <td>Expected</td> <td>Expected</td> <td>Expected</td> <td>Expected</td> </tr> </tbody> </table> <p>*Has now left school.</p> <p>Reading:</p> <p>100% of PP children achieved at least the expected standard.</p> <p>1/5 children exceeded expectations moving from Emerging to Expected.</p>	Name	Reading		Maths		Writing		EY	Y2	EY	Y2	EY	Y2	Child 1	Emerging	Expected	Emerging	WT	Emerging	WT	Child 2*	Expected	Expected	Expected	WT	Expected	WT	Child 3	Expected	Expected	Expected	Expected	Expected	WT	Child 4	Expected	Expected	Exp/Exceed	Expected	Expected	Expected	Child 5	Expected	Expected	Expected	Expected	Expected	Expected	<p>This will continue alongside 20-day action plans – to target specific identified barriers. Available on Google drive.</p>	<p>£2,788</p>
Name	Reading			Maths		Writing																																														
	EY	Y2	EY	Y2	EY	Y2																																														
Child 1	Emerging	Expected	Emerging	WT	Emerging	WT																																														
Child 2*	Expected	Expected	Expected	WT	Expected	WT																																														
Child 3	Expected	Expected	Expected	Expected	Expected	WT																																														
Child 4	Expected	Expected	Exp/Exceed	Expected	Expected	Expected																																														
Child 5	Expected	Expected	Expected	Expected	Expected	Expected																																														

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

		<p>Maths:</p> <p>60% of children achieved the expected standard.</p> <p>1 child who was emerging in EY continues to WT the Y2 standard.</p> <p>1 child who was expected at the end of reception continues to WT the Y2 standard.</p> <p>Writing:</p> <p>40% of PP children achieved Expected standard.</p> <p>2 children moved from expected at the end of EY to working towards the expected Y2 standard.</p>		
<p>7.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>Who: KH, HW, WL, AB, ZH.</p> <p>Pre –learning, over-learning, 1:1 support, checklists, talking pegs, modelling, peer support all in place.</p> <p>6 out of 11 children (not at expected standard at end of Y2) in maths made accelerated progress in maths.</p> <p>2 children out of 9 (not at expected standard at end of Y2) in writing made accelerated progress</p>	<p>This will be a focus for these children in Y4 and the barriers of attendance, EAL and SEN are also contributing factors which are being supported through PLW, individual targets and 20-day action plans.</p>	<p>£3,529</p>
<p>8.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</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</p>	<p>Who: JC, KS, SJ, BC, AP, FT.</p> <p>Interventions took place within the class using additional adult support, as the proposed support had to be diverted to support a child with complex needs.</p> <p>A parent information session was held and parents of individual children were given personalised packs to support any gaps and given help/advice to follow-up support at home – this complemented the work being done at school.</p>	<p>Yes, but planned within class using additional HLTA support.</p>	<p>£1,157</p>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

<p>phonics screening in June 2017.</p>	<p>generalise into reading and writing.</p> <p>Use AT meetings to discuss and then implement additional class-based strategies.</p>	<p>Phase meetings and AT meetings followed up the progress of the children through the year.</p> <p>50% (4/8) children achieved their phonics check.</p> <p>Of the 4 who didn't pass – 3 had scores of 23-27. 1 child was given high levels of support with learning and attendance, incl. 1:1 sessions with SENDCo.</p> <p>In Y2 92% of PP children passed the re-take of the phonics check = 11/12 (Boys 5/5 and Girls 6/7) and of these 12 children, 2 were pupil premium and both passed = 100%.</p>		
<p>9.To develop early reading skills in Y1.</p> <p>Success Criteria: Children receiving PP to progress to be in line with year group expectations.</p>	<p>Catch –up literacy approach</p>	<p>Who: JC, JW, SJ, BC, AP, FT</p> <p>Reading skills support given to children identified, which has had an impact of catch-up. As well as the principles of Catch-Up we have supported the children with additional reading sessions using “Book Talk” to develop verbal comprehension skills, which were identified in assessments.</p> <p>4/7 PP children in Year 1 were working in line with the year group expectations (average depth 1.5 – 2.5) of these, there is 1 child working at greater depth and 1 child showing elements of greater depth.</p> <p>Overall for all children 84% children in Y1 met end of year expectations with 22% being at greater depth.</p>	<p>Flagged up for next year</p>	<p>£6,060</p>
<p>10.To develop reading comprehension strategies in Y6.</p> <p>Success Criteria: Children receiving PP to achieve at least in line with their peers at the end of KS2 (SATS/TA.)</p>	<p>Small group tuition to develop Reading comprehension approaches to improve learners' understanding of the text.</p>	<p>Who: JW, ZH, SM, CR, KB.</p> <p><u>PP (12)</u></p> <p>92% expected or above (national 77%)</p> <p>33% achieved greater depth (national 29%)</p> <p><u>All pupils (58)</u></p> <p>83% expected or above (national 71%)</p>	<p>Yes, pupils achieved at least in line with their peers – we will continue with this approach. Reading leader also a Y6 teacher.</p>	<p>£1,275</p>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

		37% achieved greater depth (national 25%)		
<p>11. To secure and deepen mathematics 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	<p>Who: ZH, CR, SM, JB.</p> <p><u>PP (12)</u></p> <p>75% expected or above (national 80%)</p> <p>8% achieved greater depth (national 27%)</p> <p><u>All pupils (58)</u></p> <p>80% expected or above (national 75%)</p> <p>22% achieved greater depth (national 23%)</p> <p>For PP children only: 9% above 110+ greater depth. Overall: 73% = Combined expected and GD</p> <p>This did not have as much affect as hoped for in the test.</p>	<p>Children were 5% lower than peers (group = 12 children)</p> <p>Greater depth identified as needing to increase against cohort and national.</p> <p>Yes, will continue with support and also additional immediate over-learning opportunities within the same day to address misconceptions and move children on.</p>	£1,210
<p>12. 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	<p>Who: ZH, CR, SM, JB.</p> <p>Small group tuition targeted the PP and VL in Y6. It was complemented by the split within the Y6 team.</p> <p><u>PP (12)</u></p> <p>92% expected or above (national 81%)</p> <p>42% achieved greater depth (national 21%)</p> <p><u>All pupils (59)</u></p> <p>92% expected or above (national 76%)</p> <p>27% achieved greater depth (national 18%)</p>	<p>Greater depth at 42% for PP group (27% all pupils) above national at 81% and 18% respectively.</p> <p>Tuition to continue as well as continued use of T4W through school.</p>	£2,014

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

**Total =
£24,062**

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>
<p>13. To develop greater awareness of well-being in learners through social, emotional and mental health approaches.</p> <p><i>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.</i></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.</p> <p>To be part of the TaMHS school project in developing approaches to mental health, including staff development and training.</p>	<p>Who: SJ, FT, VA, CP (Change maker lead)</p> <p>7 Children were selected for this Programme. Children were chosen who had i) gaps in some of the skills ii) experience of dealing with their own difficulties. 6 of the 7 children selected were PP.</p> <p>All children showed improvements in listening and communication skills over the course of the training and further improvements were made following the provision of support to Y3 children. Increased levels of confidence and self-esteem were also reported by all children.</p> <p>Several children also reported using the problem solving process they had learned to address some of their own problems.</p> <p>Children took pride in their role, and enjoyed the responsibility that came with it. A parent from one of the children participating noted that his son's increased confidence and feeling more 'connected' with the school as a result of the programme.</p>	<p>The programme will run with the same format as last year with some minor changes. Intend to incorporate more role play including scenarios that children had to deal with last year.</p> <p>The programme will start earlier in the year to allow children to have more experience in role.</p> <p>This year's Bridge Builders will be involved in training the Year 5 children in preparation for their role.</p> <p>Last year the Bridge Builders were supporting Year 3 only. This year we will open up the support to Years 2 - Year 4. Last year the support to Y3 children was offered on 3 days of the week, (Monday, Wednesday, Friday). This year daily provision will be made available to help more children access the support. Plan to increase the scope of the role to support Nurture</p>	<p>£2,057</p>

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

			provision at The Bridge. Bridge builders can be based within Nurture and support children at until needed to support Y2-Y4.	
<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>Who: CP, TS, WL.</p> <p>Inclusive competitions provided within our Enhanced School Status - developed our own Boccia club.</p> <p>School completed our Inclusive Health Check as part of our School games application. This can be found within our School Games folder.</p> <p>Inclusion Level 2 games attended 2015-2016 – 0</p> <p>Inclusion level 2 games 2016 -2017 – 3</p> <p>Level of inclusion children attending clubs Summer 2015 – 2016 – 4 Summer 2016-2017 - 22</p>	<p>Yes – please see Sports Premium plan</p>	<p>Cost met within premium and voucher system plus £1,210</p>	
<p>To develop resilience and confidence in learners through the Forest Schools Approach- Children receiving PPG will be identified as part of this group.</p>	<p>Who: JMc, SB.</p> <p>Two members of staff qualified as practitioners this year. There were 4 groups that ran through the year, each of 8 children.</p> <p>Method of evaluation:</p> <ul style="list-style-type: none"> • Initial observations • Weekly records and evaluations using traffic light system • Entry and exit questionnaires. • Follow-ups with CTs to gather extent of application after programme completed 	<p>Yes, will continue, with an increased % of PP children</p>	<p>£1,157</p>	

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

		Group/Year	Focus	% of PP children	Outcomes		
		1: Year 2	Growth mind-set- co-operation and listening skills	40%	All PP children showed that they had developed greater listening skills that were taken back into the classroom. Tackled work of greater challenge more independently.		
		2. Mixed ages	Co-operation, team skills, resilience.	50%	All PP children made progress; resilience increased. A PP+ child made strong progress in additional areas of SEMH target.		
		3. Year 1	Confidence, concentration and independence	50%	Concentration particularly increased for PP children. Regulation of emotions increased for those children for whom it was an identified target.		

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

		4. Year 2/3	Risk-taking and resilience	25%	Risk-taking identified as both a need for learning and also within the context of understanding boundaries. Confidence with class inputs seen as a result for one child in particular.		
<p>14. Increase the active engagement of parents in supporting their children's learning at school.</p> <p><i>Success Criteria: Improving attendance rates of PP children to within the 90-95% range.</i></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>Who: LT, VA, FT</p> <p>PLW has been developing links with families and supporting with attendance, which is followed through by Office staff and SLT, underpinned by class teachers working to close gaps.</p> <p>PLW supported with Early Help assessments for families</p> <p>At the end of the year PP attendance had increased</p>			<p>PLW is increasing her hours in 2017-18 to support families and work with attendance of PP children.</p>	<p>£4,436</p>	
<p>15. 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</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</p>	<p>Who: TdIF, JC, SM, ZH, CR, TK, TS, GD, CP, FT.</p> <p>Parents were supported to give their children extra-curricular experiences: residential trips, school day trips, clubs and sports were all supported.</p>			<p>Yes, to continue. Parents can use or roll-over the voucher and this supports enrichment activities for children.</p>	<p>£4,700</p>	

Bridgewater Primary School Pupil Premium Strategy Statement 2016-17

<i>involved in a wide range of enrichment activities.</i>	ensure that all children can participate.			
Total = £13,560	Carried forward=£1,672			
Total budgeted cost = £59,810				