

Bridgewater Primary School Pupil Premium Strategy Statement

1. Summary information						
Academic Year	2018-19	Total PP budget =	£70,489 + 1,941.50 (carried forward) Total = £72,430.50		% of PP children	8%
Date of most recent PP Review	March 2018				% of PP children with SEN	12%
Date for next internal review of this strategy	Spring 2019				% of children EAL	16%
Total number of pupils	627	Number of pupils eligible for PP	52: Sept 2018		% of PP children with EAL	12%
Total number of pupils incl Nursery	656		Incl Nursery: 53			

2. Current attainment (To be validated in November 2018)

Early Years - GLDs:	2017/18	Year 1 Phonics Check:	2017/8	End of Key Stage One: % children achieving the expected standard at the end of KS1:	Reading	Writing	Maths	Science	Combined RWM
	GLD%				2018	2018	2018	2018	2018
Bridgewater	82.2	Bridgewater	93.3	Bridgewater Primary School	84.4	73.3	83.3	88.9	70
Northants LEA	71.3	Northants LEA	82.8	National Data	75.4	69.9	76.1	82.8	65.3
National	71.5	National	82.5	Local Authority	73.8	68.7	75.1	-	

% children achieving the expected standard at the end of KS2:	Reading Test	Writing TA	Gps Test	Maths Test	Combined RWM	Pupil Premium 2017/2018
	2018	2018	2018	2018	2018	
Bridgewater Primary School	83.3	86.7	83.3	83.3	76.7	
National Data	75.3	78.3	-	75.6	64.4	
Local Authority	72.7	76.8	77.7	71.4	60.4	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Increase outcomes for writing at the end of EYFS (% of GD) and KS1 including SPaG at the end of KS2
B.	Increase outcomes in reading, writing and maths combined.
C.	Improve the outcomes in Mathematics at the end of KS2.
D.	Develop vocabulary and language skills in order to support reading and writing.

External barriers

E.	Low attendance rates, with a particular focus upon persistent absence.
-----------	--

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase exceeding writers in EY, expected and greater depth writers in Years 1 and 2. Currently EYFS: 0% of EY PP GD Year 1: 45% exp. 0% GD Year 2: 33% exp. 0% GD	PP children to achieve a higher outcome.
B.	Increase the combined RWM score at the end of both key stages 1 and 2.	All pupils: RWM combined at the end of KS1 to be above 70% RWM combined at the end of KS2 to be above 77%
C.	Improve Value Added outcomes for the end of KS2 Mathematics.	To improve the Average Scaled Score at the end of Key Stage 2.
D.	Improve spelling across the school as well as a wider range of vocabulary being used within writing.	Spelling outcomes in all year groups to improve. To improve the pupil progress result at the end of KS2 from -5 to a positive outcome.
E.	Improved attendance measured termly and monitored regularly.	To achieve a target of above 96% attendance.

5. Planned expenditure					
Academic year	2018/19				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will we review?
Higher rates of progress and attainment for writing in Early Years and KS1.	<ul style="list-style-type: none"> • Writing Lead to support and develop T4W and CPD alongside the Reading Lead. • Handwriting Leader to support teachers and groups of children in developing the children's automaticity. • Staff training and Lesson Visits to focus upon challenge, metacognition and high quality AFL and feedback. 	<p>As stated by the EEF <i>'Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.'</i></p> <p>Handwriting and presentation is an OFSTED 2014 target and therefore a whole school focus.</p> <p>As evidence shows (EEF), effective feedback, to teachers and pupils, has high impact on children's progression.</p>	<p>Key leaders to give regular feedback. Class teachers to feedback regularly.</p> <p>Timetables will show regular Kinetic Letters lessons.</p> <p>Completion and reviews of the 20 Day plans.</p> <p>Termly lesson visits and moderation meetings.</p>	SM, NR, AH, SLT	Ongoing. Data analysis at 3 key data drops during academic year.
Children in Y2 to make expected or above expected progress from end of EYFS to end of KS1.	<p>Pre-learning and over-learning for identified groups targeted by additional support staff. Groups will focus upon reading, phonic and maths interventions.</p>	<p>As stated by the EEF <i>'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.'</i></p> <p>Regarding metacognition: <i>'Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.'</i></p>	<p>Year group leader to monitor intervention groups and 20 Day plan completion.</p> <p>Intervention teachers to give regular feedback on success of interventions completed.</p>	CC LW FT	At the end of each term, intervention success will be reviewed.

<p>A higher rate of progress and attainment across KS2 combined in Reading, Writing and Maths.</p>	<p>SLE to support within upper KS2 in developing writing.</p> <p>Additional HLTA support in both Years 5 and 6 during the mornings in core lessons supporting pre/over learning and metacognition.</p>	<p>The aim is to provide upper KS2 with support in core subjects to support the development of metacognition and self-regulation (EEF) 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 upper KS2 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>SLT will monitor staff allocation. Our SLE/writing lead is non-classed based and is therefore is able to support upper KS2 and the phase leader with this.</p>	<p>ZH SM AH</p>	<p>Half Termly</p>
<p>To improve SpaG across both Key stages. Outcome of which to be shown in the improvement of our KS2 SPaG outcomes.</p>	<p>CPD to be given to all staff. Staff to focus upon year group spellings and strategies to improve pupils’ spellings of these. Children to be encouraged to have a wider vocabulary which will be demonstrated through writing moderation.</p>	<p>Our end of KS2 outcomes for SpaG have reduced in both 2017 and 2018.</p>	<p>All year group leaders will be involved in improving SPaG within their year groups. This will be monitored by phase leaders and SLT</p>	<p>SM, ZH LW AH</p>	<p>Half Termly</p>
Total budgeted cost					<p>£35,000</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

Improved speech and Language outcomes for pupils in EYFS.	Oral Interventions (speech and language) using 'ready, steady school' implemented alongside a Speech and Language specialist.	The EEF states that ' <i>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</i> '	We have employed a part time TA to cover the trained TA who will be implementing the programme. The same room is booked out twice weekly.	VA, KS	Children will complete a baseline and then be assessed 6 months after the initial 20 weeks. Weekly notes and observations will be recorded. Children who have S&L targets as part of their Additional Support Plans will be monitored fortnightly.
Improved speech and Language outcomes for pupils in Years 1, 2 and 3.	Talking Progress Intervention – Years 1,2 and 3. Focus on developing attention & listening skills, understanding of language and vocabulary skills.	See above as well as rational and research in table 7- Additional Detail.	Therapist booked to Implement twice weekly. Weekly outcomes written up.	VA	Baseline and final assessments before and after completion of Talking Progress to track progress following the intervention.
Improved outcomes for PP children with SEND/SEMH.	Employment of TA support for children with specific SEND needs.	The EEF states that evidence indicates that one to one or small group tuition can be effective, delivering approximately five additional months' progress on average.	Staff employed and deployed accordingly by the Headteacher and SENCo.	AH, FT	Yearly.
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.	Our PLW will monitor attendance of key families and liaise closely with them in order to support accordingly and support families to manage barriers to attendance.	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. PP children had a low rate of persistent absence at points during 2017/2018.	SLT will have Regular meetings with the PLW. PLW will set aside a dedicated session to target PP families.	LT LW JC AH	At least monthly with the office manager. Daily response to attendance issues.

To secure and deepen mathematics and reading in upper KS2.	Small group tuition using programmes such as 3 rd Space learning and Reading Eggs.	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.	Regular reviews and feedback at end of weekly sessions. Evaluation and knowledge will be built into the following week's sessions.	ZH, AP & Y6	Weekly in PPA, termly PPM, 20 Day Plan meetings, Pupil Progress meetings, SLT meetings, data analysis.
To secure and deepen reading in upper KS1.	One – One reading and phonics interventions led by an HLTA. Online programmes such as Reading Eggs.	The EEF states that on average, reading approaches deliver an additional six months' progress. Successful reading approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Our trained HLTAs time will be safeguarded for 3 afternoons per week. Children will be able to access reading programmes in the classroom.	LW SB	Regular reviews and final analysis at the end of the programme.
Total budgeted cost					18,600
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that all pupils can take part in high quality extra- curricular experiences and that PP children have increased opportunities to be involved in a wide range of enrichment activities.	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.	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.) Adventure learning (as above) consistently shows positive benefits on academic learning, and wider outcomes such as self-confidence. The EEF states On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Communication with parents.	MM, LW, JA	Review twice yearly.
To develop a greater awareness of well-being in learners through social, emotional and mental health approaches.	Support development of well-being through the use of well-being and 'Bridge Builders' sessions.	On average, interventions which target social and emotional learning (SEL) have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.	Commit members of staff to implement programmes. Maintain 'The Bridge' as an area of nurture.	FT, SJ, VA	At the end of each term

	Establish a breakfast club- invite targeted children daily from 8.15.	Nutritionists have long argued that eating breakfast helps a child concentrate better at school - and have already shown a link between eating breakfast and staying healthy. A study of 5,000 nine to 11-years-olds carried out by Cardiff University reveals the first authoritative link between eating breakfast and academic performance. There is also evidence that breakfast positively affects learning in children in terms of behaviour, cognitive, and school performance (Hoyland et al., <u>2009</u>).	Learning mentor and Bridge Leader to be timetabled accordingly. Provide healthy breakfast food. Invite specific children.	VA, FT	At the end of each term
To develop resilience and confidence in learners	To use the Forest Schools approach in Nursery, EY and KS1 in order to support the children in developing their well-being through different experiences. Children receiving the PPG will be identified as part of this group.	Overall, studies of adventure learning (EEF) 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. 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.	Dedicated time for our Forest School leaders to support groups. Purchase of appropriate clothing – especially for Nursery children.	SB, JMc	At the end of each term
Total budgeted cost					18, 840

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

7. Additional detail
<p>Targeted support: Research regarding Sp&L interventions state: Talking Progress is a package of support provided by the Children’s Speech and Language Therapy Service. This includes school input through: * staff, to ensure quality first teaching and communication friendly environments. *Monitoring of language outcomes before and after Talking Progress.</p> <p>Rationale: *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. Talking Progress interventions have run in local schools for the last 7 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. *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) *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>