

Bridgewater Primary School Pupil Premium Strategy Statement

Please note that the data in this strategy is from the previous years' strategy statement. As per government guidance we will not be publishing performance data based on summer 2020 tests, assessments and exams at any phase.

<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>

Summary information					
Academic Year	2020-21	Total PP budget =	Total = £66,144	% of PP children	8%
Date of most recent PP Review	March 2018			% of PP children with SEN	19%
Date for next internal review of this strategy	Spring 2021			% of children EAL	15%
Total number of pupils	625	Number of pupils eligible for PP	50	% of children EAL	15%
Total number of pupils incl Nursery	658			% of PP children with EAL	12%

2018-19 attainment (2019-2020 data impacted due to COVID-19 school closures)

Early Years - GLDs:		2019/2-				
		GLD%				
Bridgewater		65.6				
Northants LEA		77.9				
National		71.8				
Year 1 Phonics Check:		2019/20				
Bridgewater		84.4				
Northants LEA		83				
National		82.5				
End of Key Stage One:		Reading	Writing	Maths	Science	Combined RWM
% children achieving the expected standard at the end of KS1 (TA/FFT Aspire):		2019	2019	2019	2019	2019

Bridgewater Primary School	80	71	81	82	66
National Data	75	69	76		66
Local Authority	74	68	75	-	

% children achieving the expected standard at the end of KS2:	Reading Test	Writing TA	Gps Test	Maths Test	Combined RWM	Pupil Premium 2018/2019
		2019	2019	2019	2019	2019
Bridgewater Primary School	80	81	78	79	71	
National Data	72	79	78	79	65	
Local Authority	70	77	78	79	61	

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Identify and diminish learning gaps arising from ongoing COVID-19 lockdowns and current requirements to isolate and support the impact on general wellbeing
B.	Increase outcomes for writing and communication and language at the end of EYFS (% of GLD)
C.	Increase combined outcomes in reading, writing and maths across all year groups.
D.	Develop vocabulary and language skills in order improve the outcomes in writing across all year group including spelling (expected and greater depth)
External barriers	
E.	Low attendance rates, with a particular focus upon those children who have been in isolation (Covid-19) as well as having a low level of attendance.

F.	Covid-19: The impact of lockdown on those children who have not engaged in online learning, do not have equipment to support this as well as those having to self-isolate throughout the year.	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Learning gaps identified from AfL and baseline assessments; interventions put in place to support children's expected progress compared to prior COVID-19 lockdown and tracked and analysed on Edukey and Insight. Prioritise whole class PSHE and targeted provision for PP children with emotional needs.	Child specific data monitored throughout Pupil Progress Meeting and moderation. The progress of end of KS1 2018/2019 cohort will be above national at end of KS2.
B.	Increase outcomes for writing and communication and language at the end of EYFS (% of GLD) (Early adopter of EYFS new curriculum)	Increase % in the ELGs (we are early adopters of the new EY curriculum)
C.	Increase combined outcomes in reading, writing and maths across all year groups.	To achieve above national average combined in end of KS1 and KS2 - FFT above 80%
D.	Develop vocabulary and language skills in order improve the outcomes in writing across all year groups including spelling (expected and greater depth)	Writing at above 85% at end of KS2
E	Attendance is high, any absence followed up, and support put in place if needed.	Attendance for PP children would be at 95% or above, not including times of isolation.
F	PP and vulnerable children will be able to loan a chrome book for the period of isolation in order to access work set.	100% of PP and vulnerable children will be offered the option of a loan of a Chromebook if needed. 100% of children will have work set for them and communicated with throughout periods of isolation in order to minimise gaps.
Planned expenditure		
Academic year	2020/21	

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?
<p>Higher rates of progress and attainment for writing (including spelling and SoundsWrite) across the school</p>	<ul style="list-style-type: none"> • Sounds-Write training for all classroom staff to provide them with a comprehensive system with which to teach • Writing Lead to support and develop T4W and CPD alongside the Reading Lead. • Use IRIS Connect for COVID friendly Lesson Visits. Focus upon retrieval practice and AfL to further writing progress. • Speed up handwriting intervention • No more marking • KS2 phonics lead now in place and trained in Sounds Write. • Year group interventions with TAs/HLTAs designated for each year group 	<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>As evidence shows (EEF), effective feedback, to teachers and pupils, has high impact on children's progression.</p> <p>As outlined by the EEF. 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'</p>	<p>Key leaders to monitor and give regular feedback. Class teachers to feedback regularly on the impact of Iris Connect. Timetables will show regular English lessons. Review interventions. Termly moderation meetings.</p>	<p>FS, AP, BC, NR, AH, SLT</p>	<p>Ongoing. Data analysis at 3 key data drops during academic year.</p>

<p>Children in Y2 to make expected or above expected progress from end of EYFS to end of KS1.</p>	<p>Pre-learning and over-learning for identified groups targeted by additional support staff. Groups will focus upon reading, phonics and maths interventions.</p> <p>Year group HLTA to give additional support to key groups weekly.</p> <p>Specialist TA to support maths fluency and number sense.</p> <p>Retrieval practice and cognitive load theory to be embedded in teaching and learning. Use eesaw to support pre and over learning at home and further opportunities for enrichment and home school communication.</p> <p>Subscription to Reading Eggs, Bug Club, Spelling Shed, Numbot and RM Maths to support continued learning opportunities at home and to serve as contingency measure for future lock-downs and self isolation.</p>	<p>In a recent paper in Nature Neuroscience (January 2017), researchers found that even brief periods (up to 20 minutes) of over-learning after a task led to improved performance. This occurred because the over-learning resulted in a more stable neural state, which was less prone to disruption by the arrival of new information. In other words, putting new stuff in your brain can lead to dumping other information to make space, but over-learning helps it feel more at home. As stated by the EEF 'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.'</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. Phase Leader and Subject Leaders to monitor intervention groups and Intervention teachers to give regular feedback on success of interventions completed.</p>	<p>FS Year 2 teachers AP NR SLT TAs + CTs HLTA</p>	<p>At the end of each term, intervention success will be reviewed from Edukey and Insight.</p>
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<p>Children in Y6 to make expected or above expected progress from end of KS1 to end of KS2.</p>	<p>Year 6 Class Teacher (£) available one morning a week for directed interventions.</p> <p>Designated year group HLTA to give additional support to focus groups each week.</p> <p>Pre-learning and over-learning for identified groups targeted by additional support staff. Groups will focus upon reading, phonics and maths interventions.</p> <p>Retrieval practise to become part of everyday teaching and use of Seesaw to support further pre and over learning at home.</p> <p>Subscription to Seesaw, Reading Eggs, Bug Club, Spelling Shed, TTRS and RM Maths to support continued learning opportunities at home and to serve as contingency measure for future lock-downs and self isolation.</p>	<p>The aim is to provide upper KS2 with support in core subjects to facilitate 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 regular opportunities for over-learning to close gaps for PP and vulnerable learners as well as other children.</p> <p>This will be by a Higher Level Teaching Assistant/TA who is skilled in the upper KS2 curriculum. Marc Rowland in <i>A Practical Guide to Pupil Premium 2015</i> notes <i>“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.”</i></p> <p>Focus will be on Retrieval Practice and cognitive load theory and AFL.</p> <p>Use of Iris Connect to support development of quality first teaching.</p>	<p>Year group leader. Phase Leader and Subject Leaders to monitor intervention groups and Intervention teachers to give regular feedback on success of interventions completed.</p>	<p>SLT KH Year 6 teachers Year 6 TAs HLTA FS AP JB BC NR</p>	<p>Half Termly</p>
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ii. Targeted support					
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 narrow gaps created by 'lockdown'.	<ul style="list-style-type: none"> To engage with parents regularly to discuss support given and to support with home learning. To provide digital equipment support for FSM children as well as loans for those who are in isolation. Baseline assessments completed to identify gaps and targeted interventions established Quality first teaching approaches TA training provided by subject leaders to inform practice 	<p>EEF: Ensuring access to technology is key, particularly for disadvantaged pupils. Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.</p>	<p>Class teachers to liaise with parents to guide them to support children at home with learning to close gaps.</p> <p>To monitor progression from Baseline assessment in September 2020 and compare progression and attainment with Autumn, Spring and Summer data.</p>		

<p>Improved Speech and Language outcomes for pupils in EYFS and Year 1. £6256 (prev Year cost) new cost £8,009.76</p> <p>Will be more this year if IB is included</p>	<p>Oral Interventions (speech and language) using 'Ready, Steady School'.</p> <p>S&L TA running Ready Steady School in EYFS.</p> <p>Year 1 TAs trained by S&L TA to deliver interventions (to maintain bubbles)</p>	<p>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></p>	<p>A HLTA will be available to cover the EY S&L TA to allow her to take groups.</p> <p>Another Sp & L specialist TA will be in EY to support early intervention where needed.</p>	<p>VA,KG, IB JW SEN Team</p>	<p>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.</p>
<p>PP children and their families to have Family Link Worker support to ensure pupils have increased opportunities to successfully access school and the curriculum. £2966.86</p>	<p>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.</p>	<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. PP children had a low rate of persistent absence at points</p>	<p>SLT will have Regular meetings with the PLW. PLW will set aside a dedicated session to target PP families.</p>	<p>LT LW JC AH</p>	<p>At least monthly with the office manager.</p> <p>Daily response to attendance issues.</p>

		during 2018/2019 – average attendance 94.92%			
		Also in 2019/2020 average attendance 94.66%			
To secure and deepen mathematics and reading in upper KS2.	Overlearning opportunities 30 ChromeBooks for both Y5 and Y6 to provide regular access to enrichment programmes such as Reading eggs and Maths programmes. Daily access to Time Table Rock Stars, RM Maths Regular reading opportunities for KS2 children to develop skills. Additional class teacher 45 minutes per week to teach small group intervention in maths/reading.	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.	JB, AP, BC & Y6 NR, LW	Weekly in PPA, termly PPM, 20 Day Plan meetings, Pupil Progress meetings, SLT meetings, data analysis.

<p>To improve provision for sensory support.</p>	<p>To provide sensory support programmes. Sensory circuits 2x weekly and daily sensory breaks to support children's regulation and learning behaviours.</p>	<p>There is an emerging body of research on the value of movement breaks for students in school (e.g., Jensen, 2000; Mulrine, Prater, & Jenkins, 2008; Swinth, 2015). Movement provides stimulus to the brain, increases levels of neurotransmitters that improve mood and focus, allows for processing time, and provides a break from learning that in turn allows students to refocus. Effective movement breaks can include those that vary posture and access to material during learning as well as breaks for stretching, walking, and other exercise (Jensen, 2000). Many researchers believe that movement is essential to optimize learning and achievement, and can support attentional gains and behavioral improvement (e.g., Mulrine, <i>et al</i>).</p>	<p>Opportunities will provide focused for sensory programmes led by a skilled staff, trained in sensory provision.</p>	<p>TAs trained in each year group bubble to maintain this provision</p>	
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<p>To secure and deepen reading in upper KS1 and lower KS2.</p>	<p>Regular 1:1 reading, phonics and Sounds Write interventions led by a class TAs and LKS2 Phonic Leader</p>	<p>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.</p> <p>The EEF Preparing for Literacy report highlights 'Promoting shared reading should be a central component of any parental engagement approach'. As discussed by Marc Rowland in 'An Updated Practical Guide to the Pupil Premium' we will develop opportunities to support Parent empowerment, not parent engagement.</p>	<p>Each KS1 teacher has a full time TA meaning that they can direct their time each day and dedicate part of the timetable to daily reading.</p>	<p>AP, BC, KS, Year 2 and Year 3 CTs and TAs</p>	<p>Regular reviews and final analysis at the end of the programme.</p>

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?
<p>To ensure that all pupils can take part in high quality extra-curricular experiences and that</p>	<p>To promote the use of tiered annual funding towards extra-curricular trips, including</p>	<p>Residential opportunities involve collaborative learning experiences with a high level of physical and often emotional</p>	<p>Communication with parents.</p>	<p>MM, LW, JA, NR</p>	<p>Review twice yearly.</p>

<p>PP children have increased opportunities to be involved in a wide range of enrichment activities such as music lessons to raise pupils' cultural capital.</p>	<p>residential trips, music lessons and experiences to enrich cultural capital.</p> <p>Audit Year 4 children to gain a baseline of who can ride a bike in preparation to support them for accessing Bikeability in Year 5.</p>	<p>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. 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.</p>			
<p>To develop a greater awareness of well-being in learners through social, emotional and mental health approaches.</p>	<p>Support development of well-being. Group opportunities such as NMPAT music programme for UKS2 children, daily nurture lunch as well as other provisions to proactively respond to events as they occur.</p>	<p>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.</p>	<p>Music leader will commission NMPAT to deliver programme in school with adherence to school COVID risk assessment and protocols</p>	<p>FT, AH, UKS2 CT and TAs</p>	<p>At the end of each term</p>

	Continued provision of breakfast club within Year group bubbles. Children are provided with breakfast and in KS2 fruit for snacks	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., 2009).	Learning mentor and Year group TAs to facilitate this provision to maintain Year group bubbles as per COVID-19 measures.	VA, FT, NR, LT	At the end of each term
To develop resilience and confidence in learners	Outdoor Learning Experiences for each year group Forest School trained TAs to provide targeted support with outdoor learning experiences in their Year grp bubbles. Forest School trained TAs to train yeat group TAs and advise on activities and approaches for them to use.	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.	Dedicated time for our Forest School leaders to support groups. Purchase of equipment, appropriate clothing.	SB, EM, FT, NR	At the end of each term

		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.			