



Pupil Premium Strategy Statement 2021-2025

The Pupil Premium funding from the Department of Education is additional school funding, paid directly to our school. Children are eligible for a variety of reasons. If a child is eligible, the school will receive the necessary amount of funding for each child per school year. Please use the following link to check for eligibility:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/Pages/pupil-premium.aspx#:~:text=The%20funding%20is%20provided%20by,receive%20the%20pupil%20premium%20plus.>

The following strategy outlines how we use the funding to support our learners.

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bridgewater Primary School
Number of pupils in school	619 pupils (646 including nursery pupils)
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024 2024/2025
Date this statement was published	November 1 st 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Alison Harvey, Headteacher
Pupil premium lead	Laura White
Governor	Joe Lavelle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59420
Recovery premium funding allocation this academic year	£5800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

Bridgewater Primary School is committed to providing the best possible education for every individual pupil. All members of staff and the governing body are dedicated to meeting the children's pastoral, social and academic needs within an inclusive, caring and nurturing environment. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged.

High-quality teaching, using precise and timely assessment is at the heart of our approach. In the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We are determined to ensure that all of our pupils develop a love of learning and are given every opportunity to realise their potential.

Our objectives are:

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils;
- for all disadvantaged pupils in school to make or exceed nationally expected progress rates;
- to support our children's health and wellbeing to enable them to access learning at an appropriate level;
- to ensure that all pupils are able to read fluently, with good understanding, to enable them to access the breadth of the curriculum;
- to develop the children's confidence in their ability to communicate effectively in a wide range of contexts;
- to provide opportunities for the access to a wide range of opportunities to develop knowledge and understanding of the world;

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- ensure that teaching and learning opportunities meet the needs of all the pupils;
- provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching;
- ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition;
- target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences and other opportunities;
- provide opportunities for eligible pupils to participate in enrichment activities including sport and music;

- make provision for socially disadvantaged pupils- we recognise that not all pupils who receive free school meals or on the PP register will be socially disadvantaged;
- recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged;
- allocate pupil premium funding following a needs analysis which will identify priority classes, groups or individuals.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous AFL and analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed regularly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low level of attainment in reading, writing and maths compared to non-PP children
2	Lower levels of parental engagement and attendance
3	Low level of Speech and language as well as Oracy skills
4	Well-being and SEMH
5	Access to online learning opportunities

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Low level of attainment in reading, writing and maths compared to non-PP children	Children to achieve the expected or above rate of progress.
Parental engagement and attendance	Attendance of disadvantage pupils is above 96%

Oracy	Disadvantaged children to achieve the expected rate of progress in the assessment of Spoken Language.
Well-being and SEMH	GL PASS Assessment will identify areas of concern and progress will be shown from baseline.
Access to online learning opportunities	Increased access in the use of online learning tools both at home and school. 100% disadvantaged children able to access Seesaw from home.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£26,623**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus upon approved DfE validated Systematic Synthetic Phonics programme: <i>All new teachers in KS1 to complete 'Sounds Write' training</i>	As stated by the EEF 'Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	1
Focus upon approved DfE validated Systematic Synthetic Phonics programme: <i>A member of each KS2 year group will complete KS2 'Sounds Write' training.</i>	EEF: 'Improving Literacy in KS2' Recommendation 5: 'Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.'	1
<i>Whole school focus on reading fluency and assessment using a Fluency Scale and precision teaching</i>	'Assessing Reading Fluency' by Timothy V. Rinski. Rinski's multidimensional Fluency Scale allows teachers 'provide valid and reliable information on students' development and progress in interpretive reading' (pg 18). Griffin and Murtagh (2015) and Gallagher et al. (2006) suggest that Precision Teaching is an effective instructional method to support the development of fluency (accuracy plus speed), which is fundamental to reading success. Gallagher et al. (2006) also note that PT places fluency at the centre of the teaching process itself; the PT method encourages learners to develop competence at a basic level before moving onto increasingly complex material.	1
<i>Training given on 'Infusing Rich vocabulary' – creating a school reading spine that includes different types of text as well as developing a vocabulary rich curriculum.</i>	The Oxford Language (2018) report ' <i>Why Closing the Word Gap Matters</i> ' found that the word gap significantly impacts achievement. EEF: 'Improving Literacy': 'Develop pupils' speaking and listening skills and wider understanding of language. Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's	1,3

	language and thinking during interactions and activities such as shared reading.	
<i>Oracy Staff CPD will be provided by the lead and developed across the whole school via staff meetings and the English Research Team.</i>	EEF: 'Improving Literacy in KS2' Recommendation 1: 'Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.'	3
<i>Talk 4 Writing approach training and monitoring</i>	EEF 'Improving Literacy': Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Talk for Writing research: typically, schools have found that children initially double their rate of progress and, where the approach has been applied systematically across a setting.	1
<i>Mathematics Research Team to monitor and develop approaches in Maths, with a focus on CPA</i>	EEF states 'Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.' CPA was first proposed by Jerome Bruner in 1966 as a means of scaffolding learning. The psychologist believes that when pupils used the CPA approach, they were able to build on each stage towards a fuller understanding of the concepts being learnt and, as such, the information and knowledge were internalised to a greater degree. This allowed the teacher to build upon this secure learning.	1
<i>Ongoing training for teachers on delivering high quality first teaching across all subject areas</i>	'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully.' (EFF, 2021)	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£28, 286**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Full Time HLTA support for each year group in order to support with pre and over-learning as well as targeted interventions.</i>	The EEF States: 'one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.'	1,3, 4

<i>Regular, targeted interventions by Teaching Assistants across the school.</i>	The EEF States: 'Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.'	1,3, 4
<i>Chrome books purchased for each Year group with Y6 having a Chromebook each as well as all PP children offered a Chromebook to have at home.</i>	EEF: 'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.' 'Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.' 'Feedback via technology is likely to be most beneficial if it is provided in addition to, rather than instead of, other forms of feedback.'	5
<i>Seesaw (online learning platform) Purchased for 3 years in order to support remote learning, record certain evidence as well as parental involvement/interaction.</i>	EEF (2020) Remote Learning, Rapid Evidence Assessment, London: Education Endowment Foundation (pg 23). '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.'	2, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£10,311**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Outdoor learning opportunities by Forest School trained practitioners.</i>	'Research has shown that children can benefit in a multitude of ways ranging from confidence to social, emotional, intellectual, physical and language development. Previously 'quiet' children have been shown to improve in their confidence and communication to work with others, and children who were initially un-cooperative learnt that sharing and working together had positive consequences – and increasingly did this' (Murray & O'Brien, 2005).	4
<i>An Attendance Team will focus upon the improvement of the attendance % of PP</i>	The EEF states: 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are	2

<p><i>children (taking into account COVID cases), including the disadvantage caused to any child by persistent absence.</i></p>	<p>consistently associated with academic outcomes.’ A child ending the year at 90% attendance means that the child misses on average: • One half day every week • Nearly four weeks every school year • Over one school year in a school career Below 90% is classed as ‘persistent’ absence.</p>	
<p><i>Parent Link worker and Learning Mentor to support parents with early help and support with wider issues such as behaviour.</i></p>	<p>The EEF States: ‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year’.</p>	<p>2, 4</p>
<p><i>Funding available to support children with wider experiences as well as purchases such as school uniform.</i></p>	<p>This fits in with our school ethos on inclusion and for children not to be disadvantaged by social economics.</p>	<p>4</p>

Total budgeted cost: £65,220

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

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	Child specific data monitored throughout Pupil Progress Meetings and moderation. Targeted interventions in place. Data reviewed July 2022.
B.	Increase outcomes for writing and communication and language at the end of EYFS (% of GLD)	100% PP children achieved Speaking 60% PP children achieved writing (compared to 79% whole cohort). Writing will be an on-going focus
C.	Increase combined outcomes in reading, writing and maths across all year groups.	Combined data showed that writing is a weaker area.
D.	Develop vocabulary and language skills in order improve the outcomes in writing across all year group including spelling (expected and greater depth)	All year groups focussed on developing richer vocabulary. This will continue and develop further.
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.	Attendance above the National Average but targeted support needed for specific focus.
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.	All PP (as well as other children with additional reasons) were loaned a chrome book and were offered support via Seesaw which proved extremely successful. Children were offered a daily Zoom lesson from their teacher.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Reading development
What was the impact of that spending on service pupil premium eligible pupils?	Pupils attained the expected year group standard

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.