# Bishop Bridgeman CE Primary School Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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 | Bishop Bridgeman CE Primary School |
| Number of pupils in school | 482 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2023-2026 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Local Governing Body |
| Pupil premium lead | Michael Lonsdale |
| Governor / Trustee lead | John Walsh |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £196840 |
| Recovery premium funding allocation this academic year | £0 |
| 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. | £196840 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

|  |
| --- |
| At Bishop Bridgeman our aim is to provide the best possible education for all pupils, so that they achieve well, make good progress and are able to go on to the next phase of their education successfully. To help us achieve this aim, the key principles of our pupil premium strategy are:   * All staff within school are committed and responsible for meeting the social, emotional and academic needs of all pupils. * Staff will ensure high quality teaching and learning meets the needs of all pupils. * Leaders will ensure appropriate provision is made for pupils who belong to vulnerable groups, ensuring the needs of disadvantaged pupils are adequately assessed and addressed. * Staff will work closely with families to offer support and raise expectations for all pupils.   In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. The school is situated in an area of high deprivation. We recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Therefore, this funding is used to support any pupil or groups of pupils the school has identified as needing additional support to close the gap. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Language acquisition of pupils who enter our setting is often delayed and large proportions of pupils have undeveloped speaking and listening skills, with pupils demonstrating limited vocabulary. |
| 2 | Large proportions of pupils on entry are working well below age related expectations in all areas of the EYFSP. |
| 3 | Increase in the number of pupils who enter our setting with additional needs including SEND. |
| 4 | Pupils have limited life experiences beyond the family home and have low aspirations. |
| 5 | Pupils have poor social skills and a rising number have additional emotional needs. |
| 6 | Lack of parental support from home and lack of parental skills to support pupils at home. |

## 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 |
| % of children achieving ELG in Maths and Literacy is in line with national. (Disadvantaged was 53% maths and 50% literacy in 2024) This will improve GLD. National is 59% for literacy and maths. | Rapid progress in communication and language skills to support attainment in CL and all areas of the EYFSP. |
| To improve pupil premium pupils’ attainment in phonics at end of Year 1 to be at least in line with national. (50% of 2024 disadvantaged passed the phonics screening test.) | Percentage of disadvantaged pupils meeting expected standard in phonic screen check to be at least in line with national figures. |
| To maintain or exceed the number of pupil premium children able to read at the expected standard at end of key stage two.  (Disadvantaged 78% School 68% LA in 2024) | At end of key stages, increased proportions of disadvantaged pupils to meet ARE in writing, to continue to be at least in line with national other pupils. |
| Maintain or exceed the number of pupil premium children able to reach the expected standards in writing at the end of key stage two. This is 65%, 2% above national. This need to be maintained and improved. | At end of key stages increased proportions of disadvantaged pupils to meet GDS in writing to be at least in line with national other pupils. |
| To maintain or improve overall attainment for pupil premium children at the expected and higher standards for reading, writing and maths combined to be close to national expectations. (Expected school 60% national 52% higher standard school 4% national 5%) | At end of Key Stage 2 maintain the proportion of pupils achieving expected and higher standard for reading, writing and maths combined to be in line with national averages for all pupils. |
| Children with social and emotional needs are provided with targeted support and specific intervention to increase their engagement in learning enabling an increase in progress and attainment overtime. | Identified disadvantaged pupils make rapid progress to achieve at least in line with their peers at the end of each key stage. |
| Pupils access a wide range of enrichment activities to develop aspirations and cultural capital leading to increase in progress and attainment over time. | Attainment at the end of KS2 will be at least in line or better for all groups of pupils in reading, writing and maths combined. |

## 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: £90,712

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Deploy additional support teaching staff in identified year groups to support quality first teaching.  Deliver high quality interventions enabling accelerated progress developing essential knowledge, skills and vocabulary. | Small group tuition gives moderate impact with moderate costs, +4 months (EEF Toolkit).  Reading comprehension strategies give high impact for low cost, with extensive evidence and +6 months progress (EEF Toolkit) | 1, 2, 3, 4, 5, 6 |
| Quality assure teaching and learning through LP days and MTLR reviews conducted by ECM. | 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 a top priority for pupil premium spending. (EEF Guide to the Pupil Premium – Autumn 21) | 1, 2, 3, |
| EYFS and KS1 staff to access identified CPD to ensure provision meets the needs of the cohort. CPD includes Little Wandle | 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 a top priority for pupil premium spending. | 1, 2, 3, |

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

Budgeted cost: £ 35,200

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff to work with targeted pupils in varying year groups for reading, writing and maths so that attainment is at least in line with national at expected and greater depth for pupils in KS1 and KS2. | Small group work gives moderate impact with moderate costs, +4 months (EEF Toolkit). | 1, 2, 3, 4, 5, 6 |
| Purchase new revision materials to support targeted intervention in year 6. | Small group work gives moderate impact with moderate costs, +4 months (EEF Toolkit). | 1, 2, 3, 4, 5 |
| Vocabulary assessments completed using WellComm toolkit to identify children with vocabulary gaps in EY. Complete targeted interventions following assessments. | Oral language interventions give a very high impact for very low cost based on extensive evidence, +6 months. (EEF toolkit) | 1, 2, 3 |
| Deliver rapid catch-up phonic interventions following Little Wandle scheme for those children not on track in KS1 and targeted children in KS2.  Deliver high quality 1:1 reading sessions for those needing additional support in all year groups.  Support all children who need catch up phonics in KS2 to run every day. | Phonic intervention gives moderate impact for low cost, +4 months progress (EEF Toolkit) | 1, 2, 3, 6 |
| Buy reading plus intervention to support development of reading skills in KS2.  Reading pathways to help support pupils with reading in KS2. | Oral language interventions give a very high impact for very low cost based on extensive evidence, +6 months. (EEF toolkit) | 1, 2, 3 |

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

Budgeted cost: £70,928

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To track progress and outcomes using PIXL online tool, which enables tailored intervention programs to be developed through question level analysis and other diagnostic tools.  Assessments to inform pupil progress meetings to identify pupils for targeted intervention. | Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment is the first step in developing an effective pupil premium strategy. (EEF Guide to the Pupil Premium) | 1, 2, 3, 6 |
| To employ 2 x TA1’s to provide breakfast club provision for families and provide free places for identified pupils. | EEF research shows that breakfast clubs that offer pupils a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months’ progress over the course of a year, according to the results of a randomised controlled trial. | 5, 6 |
| Two new learning mentors employed. The role of the Learning Mentor/Family and Child Liaison Officer in school which will include but not limited to the following:   * Provide 1:1 support to pupils with social and emotional needs. * Promote home school links through various events and coffee mornings. * Offer a range of parent workshops. * Support breakfast club provision. * Develop strategies to positively impact punctuality and attendance for vulnerable groups. * Develop the use of Moodtracker. * Use TIS training to support pupils. * Learning mentors to undertake the TIS Diploma and use this to further support pupils. | Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit). | 4, 5, 6 |
| Access behaviour support for identified pupils in school. A member of the ‘Aspire’ team to work in school 1 day per week to support identified pupils and develop social skills and interaction. Also deliver CPD to staff if required. | Behaviour interventions can give moderate impact with moderate costs with +3 months progress (EEF Toolkit). | 4, 5, 6 |
| Access services from an independent Education Psychologist to support pupils and teachers in meeting diverse needs including SEND. To provide reports for children with SEND to support EHCP applications. | Behaviour interventions can give moderate impact with moderate costs with +3 months progress (EEF Toolkit).  Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit). | 1, 2, 3 |
| Provide enrichment opportunities through the school’s curriculum offer to raise aspirations. This will include but not limited to:   * Enhancement of outdoor provision and school grounds to enhance learning outdoors. * Funding residential events and trips for identified pupils. * Funding opportunities for the school bucket list of experiences “100 things to do before I am 11¾”. * Timetable super learning weeks and super learning days to enrich particular areas of the curriculum with wider experiences (performing arts, sports and STEM). * Increase links with wider community events, including charities, agencies, and clubs. | EEF toolkit states that outdoor adventure learning is moderate cost with moderate impact of +4 months. | 4, 5, |
| Provide extra-curricular opportunities outside of curriculum time and encourage participation from pupils identified as PPG. Clubs to enhance interests and cultural capital. | Increased opportunity to develop levels of oracy. Evidence from EEF toolkit shows that there is moderate impact for very low cost, +5 months (EEF Toolkit). | 4, 5 |
| Access specialist music teaching in Year 1-6, to enhance cultural capital. | Arts participation can give up to 2 months progress for low cost based on moderate evidence (EEF Toolkit) | 4, 5 |

**Total budgeted cost: £**195,213

# 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 2023 to 2024 academic year. Please see previous year’s pupil premium strategy detailed below.

**Strategic Approach for Expenditure 2023/2024**

|  |  |
| --- | --- |
| The PPG Allocation for 2023/24 includes pupils with an allocation of £196,455 | |
| The Governors have targeted PPG funding to support the following initiatives: | Review 2023/24 |
| Deploy additional support teaching staff in identified year groups including Nursery, Reception, Year 2, Year 5 and Year 6 to support quality first teaching.  Deliver high quality interventions enabling accelerated progress developing essential knowledge, skills and vocabulary. | Additional staff in these year groups have supported the delivery of targeted interventions, focussing on phonics, reading, maths and essential skills for writing. |
| To renew subscription for PIXL online tool, to enable tailored intervention programs to be developed through question level analysis and other diagnostic tools. | PIXL has been used effectively to identify gaps in pupils learning to support teaching and learning of new content, |
| Purchase new revision materials to support pupils in year 6. | CGP materials were bought to support interventions in Year 2 and Year 6. Materials were also purchased for all other year groups, 1, 3, and 5. |
| Employ a Speech Therapist to assess and deliver interventions for pupils with diverse needs around speech, language and communication. | Speech therapy worked one day a week in school working with individual pupils who had been identified to have additional needs around speech, language and communication. Therapist reports also used to support EHCP applications made by the school. |
| Employ Learning Mentor to support social and emotional needs of pupils. | Learning Mentor role in school has further developed home school links including the delivery of parent workshops. The role also included supporting the school offer of a free breakfast club. Develop strategies for punctuality and attendance for vulnerable groups. |
| Employ additional staffing to provide free breakfast club for identified pupils. | Breakfast a popular option for many families and many targeted families do access the provision. |
| Behaviour support:  Support for identified pupils to develop social skills and interaction. Aspire to support in school 1 day per week and deliver CPD to staff. | The school SENCO has worked alongside Aspire worker one day a week to support pupils who have been identified to have additional social, communication and behaviour needs. |
| Employ Education Psychologist for 10 allocated days to support pupils and teachers in meeting diverse needs. Support information gathering process for EHCP applications. | Educational Psychologist has worked in school for 10 allocated days in the year assessing pupils with identified needs, providing strategies for staff to use in class, and providing reports for EHCP applications. |
| Fund enrichment opportunities through the curriculum offer to raise aspirations in pupils. | A wide variety of enrichment activities were provided for all pupils to support their cultural capital, which included memorable moments within each unit of work, super learning weeks. Some access disrupted due to national lock down. |
| Fund extra-curricular activities to develop cultural capital and enhance interests in pupils. | A wide variety of extra-curricular activities were provided for all pupils to support their cultural capital. |
| Specialist music teaching to be delivered in Year 1-6. | Specialist music teachers have worked alongside classroom teachers upskilling them in the delivery of music lessons in years 1-5. |

Below is the attainment for Pupil Premium children in comparison to all children in assessments completed in May 2024 at the end of KS2.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| KS2 | Reading | | Writing | | Maths | |
|  | Expected+ | High Standard | Expected+ | High Standard | Expected+ | High Standard |
| All | 72 | 13 | 72% | 65% | 75% | 16% |
| PPG | 78 | 13 | 65% | 9% | 74% | 22% |
| National | 63 | 18 | 72% | - | 73% | 24% |

Below is the attainment for Pupil Premium children in comparison to all children in assessments completed in May 2024 at the end of EYFSP.

|  |  |
| --- | --- |
|  | Good Level of Development |
| All | 60% |
| PPG | 50% |
| National | 68% |

Below is the attainment for Pupil Premium children in comparison to all children for phonic screening completed in June 2024.

|  |  |
| --- | --- |
|  | Phonic Screening |
| All | 65% |
| PPG | 50% |
| National | 80% |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

|  |  |
| --- | --- |
| Programme | Provider |
| PIXL | The PIXL Club |
| Reading Plus | Reading solutions |
| White Rose | White Rose Maths (NCETM) |
| TT Rockstars | Maths Circle |
| Reading pathways | Silvereye Learning |
| Spelling Shed | Spelling Shed |