

Bishop Bridgeman CE Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	465
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Local Governing Body
Pupil premium lead	Hafsha Hafeji
Governor / Trustee lead	John Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,203
Recovery premium funding allocation this academic year	£20,010
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	£195,213

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 CL is in line with national. (All pupils 2022 CL sch 68% nat 80%)	Rapid progress in communication and language skills to support attainment in CL and all areas of the EYFSP.
To increase pupil premium pupils' attainment in phonics at end of Year 1 to be at least in line with national. (2022 sch 71% nat 76%)	Percentage of disadvantaged pupils meeting expected standard in phonic screen check to be at least in line with national figures.
To continue to increase the number of pupil premium children able to read at the expected standard at end of key stage two. (KS2 sch 65% nat 72%)	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.
Increase the number of pupil premium children able to reach the expected standards in maths at the end of key stage two. (KS2 sch 65% nat 71%)	At end of key stages increased proportions of disadvantaged pupils to meet GDS in maths, to be at least in line with national other pupils.
To maintain 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 sch 68% nat 59% higher standard sch 11% nat 7%)	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 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: £89,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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)</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Quality assure teaching and learning through LP days and MTLR reviews conducted by ECM.</p>	<p>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)</p>	<p>1, 2, 3,</p>
<p>EYFS and KS1 staff to access identified CPD (New to EY and Maths Hub) to ensure provision meets the needs of the cohort.</p>	<p>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</p>	<p>1, 2, 3,</p>

	and should rightly be a top priority for pupil premium spending. (EEF Guide to the Pupil Premium – Autumn 21)	
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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
Access tutoring through the National Tutoring Program. Tutors 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 tuition gives moderate impact with moderate costs, +4 months (EEF Toolkit).	1, 2, 3, 4, 5, 6
Purchase new revision materials to support pupils in year 2 and year 6 to support targeted interventions.	Small group tuition 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.	Phonic intervention gives moderate impact for low cost, +4 months progress (EEF Toolkit)	1, 2, 3, 6

<p>Deliver high quality 1:1 reading sessions for those needing additional support in all year groups.</p>		
<p>Employ a speech therapist to undertake assessments, deliver therapy programs and provide advice and CPD for staff to meet diverse needs around speech, language and communication.</p>	<p>Oral language interventions give a very high impact for very low cost based on extensive evidence, +6 months. (EEF toolkit)</p>	<p>1, 2, 3</p>

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

Budgeted cost: £70,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Assessments to inform pupil progress meetings to identify pupils for targeted intervention.</p>	<p>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 – Autumn 21)</p>	<p>1, 2, 3, 6</p>
<p>To employ 2 x TA1's to provide breakfast club provision for families and provide free places for identified pupils.</p>	<p>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.</p>	<p>5, 6</p>
<p>Continue the role of Learning Mentor in school which will include but not limited to the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).</p>	<p>4, 5, 6</p>

<ul style="list-style-type: none"> Develop strategies to positively impact punctuality and attendance for vulnerable groups. 		
<p>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.</p>	<p>Behaviour interventions can give moderate impact with moderate costs with +3 months progress (EEF Toolkit).</p>	<p>4, 5, 6</p>
<p>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.</p>	<p>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).</p>	<p>1, 2, 3</p>
<p>Identified staff member who has undertaken Level 3 Forest School Programme Leadership training to develop a Forest School ethos for school. This will offer children regular opportunities to develop problem solving skills to succeed, improve self-esteem and develop character through hands-on learning in a natural environment.</p>	<p>EEF toolkit states that outdoor adventure learning is moderate cost with moderate impact of +4 months.</p>	<p>4, 5</p>
<p>Provide enrichment opportunities through the school's curriculum offer to raise aspirations. This will include but not limited to:</p> <ul style="list-style-type: none"> Enhancement of outdoor provision and school grounds to enhance learning outdoors. 	<p>EEF toolkit states that outdoor adventure learning is moderate cost with moderate impact of +4 months.</p>	<p>4, 5,</p>

<ul style="list-style-type: none"> • 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. 		
<p>Provide extra-curricular opportunities outside of curriculum time and encourage participation from pupils identified as PPG. Clubs to enhance interests and cultural capital.</p>	<p>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).</p>	<p>4, 5</p>
<p>Provide character building experiences and life skills once a week through an instructor led Commando Jo Programme.</p>	<p>Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).</p>	<p>4, 5</p>
<p>Access specialist music teaching in Year 1-5, to enhance cultural capital.</p>	<p>Arts participation can give up to 2 months progress for low cost based on moderate evidence (EEF Toolkit)</p>	<p>4, 5</p>
<p>Identified staff to complete Mental Health First Aid training with Manchester Diocese with an aim to improve pupil well being, resilience and motivation.</p>	<p>Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).</p>	<p>4, 5</p>

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 2020 to 2021 academic year. Please see previous year's pupil premium strategy detailed below.

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Strategic Approach for Expenditure 2020/21

The PPG Allocation for 2021/22 includes pupils with an allocation of £186,955	
The Governors have targeted PPG funding to support the following initiatives:	Review 2020/21
<p>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.</p> <p>Provide on-going CPD for staff via ECM's Schoot training materials. Quality assure teaching and learning through LP days and MTLR reviews conducted by ECM.</p>	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 2 and 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. These were used to

	support interventions as well as home learning through the national lockdown.
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 a 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. Some access disrupted due to national lock down.
Commando Jo Programme delivered by an instructor one day a week.	All pupils has had access to the program which has supported pupils to build character through the "RESPECT" program. Pupils have been working on their

	resilience, empathy, self-awareness, positivity, excellence, communication and teamwork.
Specialist music teaching to be delivered in Year 1-5.	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 2022 at the end of KS1 and KS2.

KS1	Reading		Writing		Maths	
	Expected+	High Standard	Expected+	High Standard	Expected+	High Standard
All	65	20	54	7	78	23
PPG	67	19	57	5	76	19
National	67	18	58	8	68	15

KS2	Reading		Writing		Maths	
	Expected+	High Standard	Expected+	High Standard	Expected+	High Standard
All	64	28	70	11	61	34
PPG	65	25	85	15	65	35
National	74	28	69	-	71	23

Below is the attainment for Pupil Premium children in comparison to all children in assessments completed in May 2022 at the end of EYFSP.

	Good Level of Development
All	61%
PPG	83%
National	65%

Below is the attainment for Pupil Premium children in comparison to all children for phonic screening completed in June 2022.

	Phonic Screening
All	75%
PPG	71%
National	76%

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
Learning by Questions	Bolton ICT
White Rose	White Rose Maths (NCETM)
Commando Jo	CJ'S Education Services
TT Rockstars	Maths Circle

