

Bishop Bridgeman CE Primary School 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 | Bishop Bridgeman CE Primary School |
| Number of pupils in school | 455 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021-2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | April 2022 |
| 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 | £186,955 |
| 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 | £206,965 |

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. |

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| 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 |
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| % Of children achieving ELG in CL is in line with national. | Rapid progress in communication and language skills to support attainment in CL and all areas of the EYFSP. |
| To maintain pupil premium pupils' attainment in phonics at end of Year 1 to be at least in line with national. (2019 85% nat 82%) | Percentage of disadvantaged pupils meeting expected standard in phonic screen check to be at least in line with national figures of 84%. (school 2019 85%). |
| To continue to increase the number of pupil premium children able to write at the expected standard at end of key stage one and two. (KS1 sch 74% nat 69% KS2 sch - 82% nat 78%) | 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 KS1 69%, KS2 78%. (school 2019 KS1 74%, KS2 82%). |
| Increase the number of pupil premium children able to reach the higher standards in reading at the end of key stage one and two. (KS1 sch 13% nat 25% KS2 sch 27% nat 36%) | At end of key stages increased proportions of disadvantaged pupils to meet GDS in reading, to be at least in line with national other pupils KS1 25%, KS2 36% (school 2018 KS1 13%, KS2 27%). |

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| <p>To increase overall attainment for pupil premium children at the higher standards, so that the percentage of pupils for reading, writing and maths at the higher standard is maintained to be close to national expectations. (sch 14% nat 11%)</p> | <p>At end of Key Stage 2 increase the proportion of pupils achieving the higher standard for reading, writing and maths combined to be in line with national averages for all pupils 11%. (school 2019 14%)</p> |
| <p>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.</p> | <p>Identified disadvantaged pupils make rapid progress to achieve at least in line with their peers at the end of each key stage.</p> |
| <p>Pupils access a wide range of enrichment activities to develop aspirations and cultural capital leading to increase in progress and attainment over time.</p> | <p>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.</p> |

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: £87,558

| 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>Provide on-going CPD for staff via ECM's School training materials. 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 lead to access consultancy support to ensure provision meets the needs of the cohort following the impact of Covid, and in implementing the revised EYFS Framework 2021.</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> |

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| | 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: £ 34,807

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>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.</p> | <p>Small group tuition gives moderate impact with moderate costs, +4 months (EEF Toolkit).</p> | <p>1, 2, 3, 4, 5, 6</p> |
| <p>Purchase new revision materials to support pupils in year 2 and year 6 to support targeted interventions.</p> | <p>Small group tuition gives moderate impact with moderate costs, +4 months (EEF Toolkit).</p> | <p>1, 2, 3, 4, 5</p> |
| <p>Vocabulary assessments completed using WellComm toolkit to identify children with vocabulary gaps in EY. Complete targeted interventions following assessments.</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> |
| <p>Deliver phonic interventions 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. – spotlight children.</p> | <p>Phonic intervention gives moderate impact for low cost, +4 months progress (EEF Toolkit)</p> | <p>1, 2, 3, 6</p> |

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| <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: £84,600

| 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> |

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| <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 to undertake the Level 3 Forest School Programme Leadership training to become an accredited Forest School Leader. The leader to develop a Forest School ethos that will offer children regular opportunities to succeed, improve self-esteem and develop as an individual 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> |

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| <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>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> |

Total budgeted cost: £206,965

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

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| The PPG Allocation for 2020/21 includes 132 pupils with an allocation of £182,368.00 | |
| The Governors have targeted PPG funding to support the following initiatives: | Review 2020/21 |
| <p>Increase staffing in identified year groups Rec, Year 1, Year 3 and Year 6; Program of interventions for identified children to be delivered in all year groups. Deliver English and Maths skills lessons in small differentiated groups from Years 1-6 – developing essential knowledge and skills. Use PIXL and Insight to track children's progress and attainment and identify gaps in learning. Deliver high quality interventions enabling accelerated progress. To deliver high quality 1:1 reading session for those needing additional support – spotlight children.</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. |

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| 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 |

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| | 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. |

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.

Given this, attainment for PPG in comparison to all for internal assessments completed in June 2021 at the end of KS2 are as follows:

| | Reading | | Writing | | Maths | |
|-----|-----------|---------------|-----------|---------------|-----------|---------------|
| | Expected+ | High Standard | Expected+ | High Standard | Expected+ | High Standard |
| All | 63 | 36 | 64 | 17 | 61 | 27 |
| PPG | 70 | 35 | 70 | 13 | 57 | 22 |

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 |

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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

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.