



Pupil premium strategy statement 2019/21

1. Summary information					
School	Bridgewater				
Academic Years	2019/21	Total PP budget	£304,603 & £298,251	Date of most recent PP Review	Sept 2020
Total number of pupils	494 480	Number of pupils eligible for PP	246 & 240	Date for next internal review of this strategy.	Feb 2021

2. Current attainment (2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school)</i>
% meeting end of year expectations in reading, writing & maths (65% NA, GD 11%) School 68% GD 5%	Maths 76%, Writing 85%, Reading 86%	Maths 86%, Writing 86%, Reading 86%
% making progress in reading (or equivalent) +0.7 (school)	73%	100%
% making progress in writing (or equivalent) +5.8 (school)	100%	100%
% making progress in maths (or equivalent) +2.4 (school)	85%	100%
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Speech and language delay which impacts on reading and writing.	
B.	Limited experience upon which to draw to help understanding.	
C.	Emotional well being and resilience.	
D.	Significant learning needs (SEND & EAL) including current Y6 cohort.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		

E.	Attendance, health needs and parental engagement.	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved speech and language development which will accelerate progress in reading and writing.	Increase the % of pupils eligible for PP in EYs and KS1 meeting and exceeding the national standard.
B.	Increased opportunities for PP children to visit places.	Increase the % of pupils eligible for PP in all year groups meeting and exceeding the national standard.
C.	Ensure children have their emotional and resilience needs met so they can make accelerated progress and achieve academically.	Increase the % of pupils eligible for PP in all year groups meeting and exceeding the national standard.
D.	Ensure those with SEND needs including those in Y6 make accelerated progress. Increase % of those at exp at KS1 achieving GD	All SEND/PP& MA/PP by the end of Y6 make better than expected progress.
E.	Increase attendance, improve health and parental engagement.	Increase attendance, improve health and parental engagement of those eligible for PP.

4. Planned expenditure					
Academic year		2019/20 & 2020/21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
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 you review implementation?

<p>Improved speech & language skills.</p>	<p>Improved attendance and wellbeing. Speech & Language therapist working alongside staff & children.</p>	<p>Improved attendance and well being ensures greater impact of all strategies. Expert working with staff increases expertise and ensures we can act swiftly to ensure the right interventions are put in place immediately.</p>	<p>Breakfast club provision, subsidised school meals, fruit, toast & milk for all, full time provision for Nursery children. Family support worker is a qualified social worker, wellbeing officer is a qualified Counsellor, Counsellor who is a qualified psychotherapist. NHS Speech & Language therapist 2 days per week. Work overseen by SENDCO who is the DHT & Extended Services Manager.</p>	<p>SLT, particularly ESM & SENCO</p>	<p>Half termly pupil progress meetings.</p>
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<p>Improved attainment in reading & writing.</p>	<p>Tuition Additional TAs to enable more targeted intervention and before and after school provision. RWInc training for all staff & resources including the continuation of our coaching days. Family learning and courses for parents. Expertise & support from Ed. Psych & EAL teacher. Further CPD for staff.</p>	<p>Evidence from previous years shows that this is effective in raising standards. RWInc is a nationally recognised effective strategy to accelerate reading and writing progress in EYs and KS1. Expertise and parental engagement are two key strategies for raising attainment.</p>	<p>All teachers in school do 1-1 tuition after school as well as retired past employees. Easter school for Y2& Y6. Part of EEF project 2016-2018, now a badged school. All staff trained. Additional training during 2 year project for new staff. Ongoing development days £2000 per year. Also part of EEF Grammar for writing programme for Y6 teachers and CLPE project. Ed Psych bought in from LA one day per week. EAL teacher originally from LA EMTRASS service bought in 2 days per week. ESM & FSW setting up a programme of courses and opportunities for parents. Involved in Tracking for Success pilot project to accelerate progress for our disadvantaged 2 yr olds. Additional reading resources for Rec and Y1. Additional Guided reading books for Y2 upwards. <i>Purchased RWInc online training portal so staff could access training remotely and share lessons with</i></p>	<p>SLT, SEYP & FSW</p>	<p>Half termly pupil progress meetings.</p>
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<p>Improved attainment in maths.</p>	<p>Tuition Additional TAs to enable more targeted intervention and before and after school provision. Family learning and courses for parents. Expertise & support from Ed. Psych & EAL teacher. Further CPD for staff including the use of the bar method.</p>	<p>Evidence from previous years shows that this is effective in raising standards. Expertise and parental engagement are two key strategies for raising attainment.</p>	<p>All teachers in school do 1-1 tuition after school as well as retired past employees. Easter school for Y2& Y6. Ed Psych bought in from LA one day per week. EAL teacher from LA EMTRASS service bought in 3 days per week. Additional training for all staff particularly reasoning. ESM & FSW setting up a programme of courses and opportunities for parents. Involved in Tracking for Success pilot project to accelerate progress for our disadvantaged 2 yr olds.</p>	<p>SLT, SEYP & FSW</p>	<p>Half termly pupil progress meetings.</p>
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Increased opportunities through the curriculum for visits and visitors, particularly working with experts in the Arts.	Linked to curriculum drivers, themed weeks and topics. Use school minibuses wherever possible. SBM to see sources of funding to support.	Visits to China & Reggio Emilia in Italy demonstrated the impact on attainment when working with experts in the Arts. Evidence from previous years shows that this is effective in raising standards, motivation, raising aspiration and attendance.	Use Newcastle Music service. Appointed a music teacher for two half days per week. Each year group to work with an Artist. Authors to be invited into school during the year and particularly during book week. Trips linked to topic and themes. Linking with experts as part of 'In Harmony' project with Sage Gateshead. Early Reading project with Seven Stories. Enquiry based History, Science/Technology and Language projects with N'cle University, Museums & The Centre for Life. Cover for staff to take part, attend training and plan alongside experts.	SLT & Coordinators	Half termly pupil progress meetings.
Total budgeted cost					See final total
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?

Raise attendance.	Family Support Worker, breakfast club, wrap around coordinator, driver & part time Attendance Officer.	If children are in school they are able to learn.	2 buses doing 3 routes each go out from 7.45am each morning to bring children to breakfast club. Staffed by support staff & volunteers, some funding from Greggs for food. FSW, attendance officer and office do first response daily. FSW/Attendance Officer goes out to bring children in and supports/challenges families.	SLT	Half termly attendance meetings.
Develop resilience and emotional well-being.	Wellbeing officer and counselling (psychotherapist)	Mental health issues can seriously affect academic performance if not addressed. We have a large number of children with mental health issues.	Qualified experienced staff used. Storywell project with nurture sessions and family support. BU project with Y5, zones of regulation (whole school training from Ed Psych). Curious Beasts with Y3, climbing wall Y6. Developing character traits and enquiry based learning.	SLT	Half termly pupil progress meetings and termly well being meetings.
Total budgeted cost					See final total
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?

Improved health, wellbeing and academic performance.	Subsidised lunches for KS2, fruit, toast & milk for all. Use wrap around provision and extended services to offer extra learning and provision for targeted children. Uniform for those who would struggle to pay. STEPs project to raise confidence and resilience of mothers. Summer holiday programme for families.	Many families who do not qualify for FSMs are struggling on low wages. Adults who lack basic literacy and numeracy struggle to help their children so support from school can compensate for this. Improved physical health will impact on attendance and improve academic performance. More time at school to do homework etc and prevent the dip during the summer will improve academic performance. Developing a sense of belonging fosters stronger mental health and resilience.	Extended services has achieved a quality mark and judged outstanding. Supported by Beachcrofts and local food bank. Support staff used to staff provision who have access to regular CPD. Children are targeted by the wellbeing team. Staff running programs are highly trained and qualified with a proven track record.	SLT	Half termly pupil progress meetings.
Accelerate progress in Early Years.	Offer full time provision for 3 year olds.	Data shows that the longer children are with us the more progress they make. If we accelerate progress early children are able to catch up quicker.	Two full time teachers and Two Early Years Practitioners. Additional staff used if children have significant needs. All specialist bought in staff used to accelerate progress.	SLT	Half termly pupil progress meetings.
Total budgeted cost				See final total	

5. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost See below

Increased attendance.	FSW & breakfast club	Impacted on all children – see below for impact figures. Attendance rose to 96.9% (2019)	As the % of PP/NPP is changing look to target PP children in the first instance. Attendance overall is high but gap between PP/NPP in all year groups continues.	See below
Raise attainment.	Additional TAs, teacher, tuition and specialist staff.	Impacted on all children – see below for impact figures. (2019)	As the % of PP/NPP is changing look to target PP children in the first instance. Y6 PP girls missed Exp & GD by 1 mark, should have achieved predicted grade. Missed marks due to the way they answered the question which demonstrated they understood but not quite accurate enough. Next year more guided reading with opportunities to write answers. Oracy project across school.	See below
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Develop resilience and emotional well-being.	Wellbeing officer.	Impacted on all children – see below for impact figures.	As the % of PP/NPP is changing look to target PP children in the first instance. See above for reading results.	See below
Develop resilience and emotional well-being with parents.	STEPS self esteem and confidence program for parents. - 10 families targeted	Impacted on target children – see below for impact figures.	As the % of PP/NPP is changing look to target PP children in the first instance.	

Improved health, wellbeing and academic performance.	Subsidised lunches for KS2, fruit, toast & milk for all. Use wrap around provision and extended services to offer extra learning and provision for targeted children. Uniform for those who would struggle to pay.	Impacted on all children – see below for impact figures.	As the % of PP/NPP is changing look to target PP children in the first instance.	See below
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased opportunities through the curriculum for visits and visitors, particularly working with experts in the Arts.	Increase support from music service. IT hardware. Artists to work with each class.	Impacted on all children – see below for impact figures.	As the % of PP/NPP is changing look to target PP children in the first instance.	See below
Accelerate progress in Early Years.	Full time provision.	Impacted on all children – see below for impact figures.	As the % of PP/NPP is changing look to target PP children in the first instance. Improved GLD but still gap between PP/NPP	See below

During COVID19 pandemic £10 food vouchers were given to all PP families. Packed lunches, work packs including resources such as paper, pencils, reading & library books etc. and PE equipment were hand delivered using the minibuses. Weekly phone calls to vulnerable families were made and more where necessary. Vulnerable children were also encouraged to still attend school. Tablets with data were also provided for 20 families in need. All staff were maintained and carried out their roles remotely or face to face where possible, including counselling. Staff were used for deliveries. This also continued over the summer holidays. Free School Meal vouchers were redeemed for parents, printed and sent in the post.

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

	2018/19	19/20	20/21
Family Support Worker	£30,748	£30,952	£30,952
Wellbeing Officer	£31,019	£31,634	£31,634
1-1 Tuition (includes Easter school provision)	£10,000	£12,617	£12,617
Additional English as an Additional Language support	£20,850	£22,000	£22,000
Breakfast club staffing & resources & After school provision	£16,000	£25,000	£25,000
CPD & reading resources – to ensure staff are prepared for mastery in the national curriculum	£6000	£10,000	£10,000
Nursery lunches – £10260	£12,000	£12,000	£12,000
Subsidised KS2 lunches - £15,000		now paid by main budget	
Additional TAs/childcare workers -£43689	£68,561	£70,000	£70,000
Educational Psychologist – additional hours purchased - £16,770	£13,262.00	£10,000	£10,000
Music teaching - £14,370	£14,370	£14,800	£14,800
IT hardware -£10,000			£5000
Speech & Language therapist £22, 000	£25,000	£25,000	£25,000
Occupational Therapists £12,000			
Counselling	£14,000	£15,000	£15,000
Y6 uniform & KS2 fruit & milk £500	£500	£1000	£1500

Trips £2000	£2000	£3000	£3000
STEPS program for parents, now Storywell project & BU	£200	£1600	£500
Attendance Officer	£10,000	£14,000	£14,000
Driver		£6000	£6000
Licences			£4000
Total:	Total: £274,510	Total: £304,603	Total:

Pupil Premium –evidence of impact 2018/19 –no data for 2019/20 due to COVID19 pandemic

Attainment

Y6	Reading	Writing	GPS	Maths
Whole class	29/40 (43) 73% (67%) GD 5/40 (43) 13% (12%)	34/40 (43) 85% (79%) GD 18/40 (43) 45% (42%)	32/40 (43) 80% (74%) GD 13/40 (43) 33% (30%)	31/40 (43) 78% (72%) GD 7/40 (43) 18% (16%)
PP	70% GD 9%	85% GD 39%		76% 18%
NPP	86% GD 29%	86% GD 71%		86% GD 29%

Y2	Reading NA 75%, GD 25%	Writing NA 69% GD 15%	Maths NA 76% GD 22%	Joint NA 65% GD 11%
Whole cohort	83.3% GD 36.7%	46/59 (62) 78% (74.2%) GD 14/59 22.6% (24%)	48/59 (62) 81% (77.4%) GD 16/59 27% (26%)	EXP 74.2% (78%) GD 21% (22%)
PP	77% GD 39%	71% GD 29%	77% GD 29%	
NPP	90% GD 34%	79% GD 17%	83% GD 34%	

Reception	Reading	Writing	Number
Whole cohort	80% GD 11.5%	69% GD 8.2%	75% GD 6.6%
Whole cohort	Good Level of Development 67%		
PP	58.1%		
NPP	76.7%		

Progress

	Reading	Writing	Maths
Y6 (33)	73%	100%	85%
Y5 (35)	94%	91%	94%
Y4 (36)	100%	92%	97%
Y3 (40)	98%	95%	98%
Y2 (30)	97%	100%	83%
Y1 (23)	91%	96%	96%
Rec (29)	97%	97%	97%
N (21)	100%	95%	81%

Attendance

	Y1	Y2	Y3	Y4	Y5	Y6
PP	96.49%	96.57%	96.47%	95.53%	97.42%	96.62%
NPP	97.84%	97.36%	96.90%	98.17%	97.77%	97.10%