



Bridgewater's Pupil Premium Strategy 2021-2024

This review is supported by a 9 module course attended by the HT in Autumn 2021 'Making a difference for Disadvantaged Pupils' led by Sunderland and Durham LA and the EEF.

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
Number of pupils in school	500
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	tdf
Date on which it will be reviewed	Sept 2022
Statement authorised by	HT,SLT & Govs
Pupil premium lead	S.Robson
Governor / Trustee lead	N. Shukla

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,670.00
Recovery premium funding allocation this academic year	£33,430 (2020/21) £24,952.50 (2021/22)
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	£293,670.00 + £24,952.50 = £318,622.50

Part A: Pupil premium strategy plan

Statement of intent

- *We intend to remove barriers caused by poverty and narrow the attainment gap.*
- *We will achieve this by ‘working together to improve learning for all’. (Our whole school vision)*
- *Our previous plans have accelerated the progress of disadvantaged children and narrowed the gap with the national average.*
- *The key principles of our strategy is to provide a good education for all improving whole school teaching and learning, using targeted academic support and wider strategies.*
- *Our recovery provision will ensure all children ‘catch up’.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Speech and language delay on entry. Impoverished language, limited vocabulary, English not always the first language.</i>
2	<i>Limited access to resources and experiences to develop cultural capital.</i>
3	<i>Many parents require support to help their children with learning.</i>
4	<i>Emotional wellbeing, develop social skills, resilience, character building and career skills.</i>
5	<i>A significant proportion of children with SEND needs.</i>
6	<i>Catch up due to missed learning in lockdowns and absence.</i>

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
<i>Children will have more developed oracy skills and a richer vocabulary.</i>	<ul style="list-style-type: none">• Staff will be confident in their practice to develop children’s speech, language and vocabulary skills.

	<ul style="list-style-type: none"> • Opportunities in the curriculum to apply these skills and knowledge. • Improved Reading, Writing and Oracy progress and attainment. • Interventions ie. NELI will have a positive impact on progress. • Increased the % of pupils eligible for PP in EYS, KS1 and KS2 meeting and exceeding the national standard.
<i>Children will be given the opportunity to visit a range of places and take part in a number of activities to develop their cultural capital and knowledge of the world.</i>	<ul style="list-style-type: none"> • Increased the % of pupils eligible for PP in EYS, KS1 and KS2 meeting and exceeding the national standard.
<i>Parents will feel supported and more confident to support their children's learning.</i>	<ul style="list-style-type: none"> • Increased the % of pupils eligible for PP in EYS, KS1 and KS2 meeting and exceeding the national standard.
<i>Children will be more resilient and more able to self-regulate when faced with challenges. They will have developed skills for life and employment.</i>	<ul style="list-style-type: none"> • Increased the % of pupils eligible for PP in EYS, KS1 and KS2 meeting and exceeding the national standard.
<i>SEND children will make good progress and close the gap on their peers.</i>	<ul style="list-style-type: none"> • Increased the % of pupils eligible for PP in EYS, KS1 and KS2 meeting and exceeding the national standard.
<i>Children will catch up in their learning and meet expected or greater depth standards.</i>	<ul style="list-style-type: none"> • Increased the % of pupils eligible for PP in EYS, KS1 and KS2 meeting and exceeding the national standard.

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: **£159,311.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Vocab. Ninja training and access to website and resources. (£500)</i>	Research shows vocab differences between different socio economic groups on entry to school.	1 Whole school
<i>RWInc. teaching and learning portal and coach. (£3500)</i>	EEF study, we took part in the pilot project.	1,2,3,6 Whole school, part, EYs & KS1 more targeted at KS2.
<i>Increased number of teaching assistants to support teaching and learning. (.....)</i>	EEF – effective deployment of TA – a focus for this year. Deliver interventions, RWInc groups and support in class, before and after school.	1,2,4,5,6 Whole school
<i>Maths Mastery (supply cover costs)</i>		1,2,3,6 Whole school
<i>Strengthen Quality First Teaching – use of the ‘great teaching’ tool kit, Making a Difference for Disadvantaged Pupils, the Outstanding Teaching Programme and Outstanding Teaching Assistant Programme. (£1080 +12 days of supply)</i>	EEF	1,2,3,4,5,6 Whole school
<i>Use of technology to support teaching and learning. Including support from our IT consultant, Seesaw software and more ipads / touchscreens bought. (£20,000 + £2000 for IT consultant)</i>	COVID19 pandemic highlighted the need for all children to have access to and skills for using technology to support home and remote learning	1,2,3,4,5,6 Whole school
<i>Developing play provision with OPAL (£2000)</i>	UNICEF, OPAL, EEF work on wellbeing.	2, 4,6 Whole school

<i>Developing teacher's subject knowledge. (£1000 training budget)</i>	EEF, models of great teaching.	1,2,4,5,6 Whole school
<i>Grammarsaurus training for new writing lead. Time to do audit an advise staff. (£600)</i>	EEF, models of great teaching.	1,6 Whole school
<i>Develop teachers' expertise in inclusive practices.ie. to develop bottom 20%. (staff meeting time and in school support)</i>	EEF, models of great teaching, Ofsted.	1,2,4,5,6 Whole school
<i>Specialist teachers to support whole school subject development – EAL & Music teacher. (£14,000 & £8,000)</i>	EEF, models of great teaching, international research.	1,2,3,4,5,6 Whole school
<i>Whole school strategies from specialist staff ie speech & language, Ed Psychologist, Well being Officer, Psychotherapist, private school nurse, Playworker and Occupational Therapist. (£25,000, £10,000, £33,000, £13,000, £3000, £15,000, £8000)</i>	EFF and research. Speech & Language Therapist shared whole school strategies to promote good language; Ed Psych – Zones of Regulation and Social Curriculum; Well Being Officer – massage, yoga etc. School nurse supports the PSE curriculum. OT – sensory and physical environment. Psychotherapist – strategies to support children in trauma. Playworker – developing essential skills through play.	1,3,4,5,6 Whole school

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

Budgeted cost: **£79,655.63**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tuition for all of Y6 (supported by NTP (70% PP funded & £8000)</i>	EEF	1,2,3,5 All 56 children
<i>Tuition for target group and bottom 20% in all year groups. (see above)</i>	EEF	1,2,3,5 Groups across Y1-Y5
<i>Increase TA support, (see above)</i>	EEF, supporting pre and post teaching, enhanced feedback, support out of school provision ie. b.club & after school. RWInc groups & 1-1 interventons, SEND	1,3,4,5,6 Whole school

	interventions. NELI intervention, Reading Plus.	
<i>Speech & Language Therapist (proportion with SEND funding) (£25,000)</i>	EFF & research 6+ months progress for language interventions.	1 Whole school, groups & individual
<i>Counsellor/Psychotherapist (£9000)</i>	EFF & research	4 1-1 sessions
<i>EAL teacher (proportion with EAL & SEND funding) (£14,000)</i>	EFF & research	2 days per week, whole school, groups & individuals in class and out of class support.
<i>Wellbeing Officer (£30,000)</i>	EFF & research	3,4,5
<i>Educational Psychologist (proportion with SEND funding) (£10,000)</i>	EFF & research	1,3,4,5
<i>Occupational Therapist (proportion with SEND funding)(£8000)</i>	EFF & research	1,3,4,5,6
<i>School nurse (private)(£3000)</i>	EFF & research	1,3,4,5,6

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

Budgeted cost: **£79,655.63**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Raise attendance: Breakfast club, driver and Attendance Officer (£16,000, £6,000, £10,000)</i>	EFF & research	3,4,5,6 Whole school
<i>Wellbeing Officer (£33,000)</i>	EFF & research	3,4,5 Whole school
<i>Family Support Worker (£32,000)</i>	EFF & research	3 Whole school
<i>Trips, visit and visitors (£.....)</i>	EFF & research	2 Whole school
<i>Uniform (£.....)</i>	EFF & research	2 Whole school
<i>Health and nutrition</i>	EFF & research	3,4,6

(£.....)		Whole school
<i>Full time nursery provision</i> (£.....)	EFF & research	1,2,3,4,5,6 52 children in nursery a small number access the funded 30 hour offer.
<i>Out of hours provision to promote engagement.</i> (£.....)	Research and EEF.	2,3,6 Whole school
<i>Playworker</i> (£15,000)	Research & EEF	1,2,3,4,5,6 Whole school
<i>Commandojo (£1750 per year for 4 years + NUFC delivery with Y6)</i>	Research & EEF	1,2,3,4,5,6

Total budgeted cost: £ £318,622.50

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 2019 to 2020, and 2020 to 2021. Below data is based on teacher assessment.

Group data

Y6	R	W	M
G	22/30 73%	20/30 67%	23/30 77%
B	18/25 72%	15/25 60%	20/25 80%
PP	25/35 74%	19/35 54%	26/35 74%
EAL	10/20 50%	11/20 55%	13/20 65%
SEN	6/13 46%	2/13 15%	8/13 62%

Y5	R	W	M
G	18/23 78%	17/23 74%	19/23 83%
B	24/35 69%	19/35 54%	24/35 69%
PP	27/41 66%	21/41 51%	28/41 68%
EAL	23/28 82%	20/28 71%	25/28 89%
SEN	11/19 58%	0	3/19 16%

Y4	R	W	M
G	18/26 69%	18/26 69%	18/26 69%

B	29/35 83%	28/35 80%	27/35 77%
PP	20/31 65%	21/31 68%	18/31 58%
EAL	22/30 73%	23/30 77%	21/30 70%
SEN	6/14 43%	6/14 43%	5/14 36%

Y3	R	W	M
G	25/30 83%	25/30 83%	25/30 83%
B	17/26 65%	16/26 62%	18/26 69%
PP	18/24 75%	15/24 63%	16/24 67%
EAL	24/33 73%	24/33 73%	25/33 76%
SEN	5/14 36%	5/14 36%	5/14 36%

Y2	R	W	M
G	28/29 97%	27/29 93%	28/29 97%
B	15/25 60%	14/25 56%	15/25 60%
PP	24/34 71%	24/34 71%	24/34 71%
EAL	18/22 82%	17/22 77%	18/22 82%
SEN	6/14 43%	4/14 29%	5/14 36%

Y1	R	W	M
G	17/24 71%	19/24 79%	19/24 79%
B	22/35 63%	20/35 57%	27/35 77%
PP	11/23 48%	13/23 57%	14/23 61%

EAL	24/29 83%	22/29	24/29 83%
SEN	5/15 33%	4/15 27%	7/15 46%

Rec	GLD
G	22/34 65%
B	18/25 72%
PP	11/21 52%
EAL	21/31 68%
SEN	6/18 33%

N	Prime Areas
G	17/24 71%
B	13/26 50%
PP	16/26 62%
EAL	6/15 40%
SEN	11/20 55%

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

Service pupil premium funding (optional)

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

Only 1 child, included in above provision, nothing bespoke to that child required.

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.