



Bridgewater's Pupil Premium Strategy 2021-2024

Reviewed Sept 2022

Reviewed Sept 2023

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 **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	Bridgewater
Number of pupils in school	520
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Sept 2023
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	£312,934
Recovery premium funding allocation this academic year	£33,031 School led tutoring £32,958
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	£378,923

Part A: Pupil premium strategy plan

Statement of intent

- *We intend to remove barriers caused by poverty and narrow the attainment gap so all children make good progress and attain highly irrespective of background.*
- *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, this strategy sets out to continue to narrow that gap and support children to catch up due to gaps in learning caused by COVID19.*
- *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. High-quality teaching is at the heart of our approach and all children will benefit from this.*
- *Our recovery provision will ensure all children ‘catch up’.*
- *Our approach is based on research, robust diagnostic assessment, high expectations and experience of what works effectively to narrow the gap. We will act early to intervene at the point a need is identified.*
- *We will be using RADY resources to enhance our provision in 2023/24 for Pupil premium and Disadvantaged learners.*

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. This is assessed through observations, assessment screens, discussions with children and parents.</i>
2	<i>Limited access to resources and experiences to develop cultural capital. This is assessed through observations and discussions.</i>
3	<i>Through our discussions with families and observations, many parents require support to help their children with learning.</i>
4	<i>Our assessments, observations and discussions have identified emotional wellbeing, the development of social skills, resilience, character building and career skills to be a priority.</i>
5	<i>A significant proportion of children with SEND needs. The national figure is 12.6% while ours is 35% and we have 30 children with an EHCP and a significant proportion are also pupil premium 65%.</i>

6	<i>Catch up due to missed learning in lockdowns and absence. A huge amount of resources is required to ensure our attendance is above national average but since the pandemic it has reduced to 93.8%. in 2022/23. This is despite a significant amount of resources and procedures in place,</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. • 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: **£211,780**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Vocab. Ninja training and access to website and resources. (£500)</i></p> <p><i>Grammarsaurus (£500), Voice21 and Launchpad to Literacy training(funded through North of Tyne Y1, £3k per year afterwards)</i></p>	<p>Research shows vocab differences between different socio economic groups on entry to school.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p> <p>Whole school</p>
<p><i>RWInc. teaching and learning portal and coach. (£3500)</i></p>	<p>EEF study, we took part in the pilot project.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and fluency (which impacts positively on comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,5,6</p> <p>Whole school, part, EYs & KS1 more targeted at KS2.</p>
<p><i>Increased number of teaching assistants to support teaching and learning by 3 (£52,500.)</i></p>	<p>EEF – effective deployment of TA – a focus for this year. Deliver interventions, RWInc groups and support in class, before and after school. This will enable every class to have a TA for this purpose. Monitoring of TA’s practice, external monitoring by AP has been very positive about deployment of TAs and the appropriate level of support they give.</p> <p>Making Best Use of Teaching Assistants, EEF, www.educationendowmentfoundation.org.uk</p>	<p>1,2,4,5,6</p> <p>Whole school</p>

<p><i>Maths Mastery (supply cover costs)</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>The maths mastery approach has been found to be particularly effective in narrowing the gap in maths.</p>	<p>1,2,3,6 Whole school</p>
<p><i>Strengthen Quality First Teaching – use of the ‘great teaching’ tool kit, (£3k peryear) Making a Difference for Disadvantaged Pupils, the Outstanding Teaching Programme and Outstanding Teaching Assistant Programme. (£1080 +12 days of supply £2400). Use of RADY.</i></p>	<p>DFE approved courses to improve quality first teaching benefits all children but particularly those from a disadvantaged background.</p> <p>There is extensive evidence that training to improve QFT will be beneficial to all.</p> <p>Teacher Feedback to Improve Pupil Learning, EEF, www.educationendowmentfoundation.org.uk</p> <p>Effective Professional Development, EEF. www.educationendowmentfoundation.org.uk</p>	<p>1,2,3,4,5,6 Whole school</p>
<p><i>Use of technology to support teaching and learning. Including support from our IT consultant/comping networks, Seesaw software and more ipads bought. (£20,000 + £2000 for IT consultant and maintenance)</i></p>	<p>COVID19 pandemic highlighted the need for all children to have access to, and skills for using technology to support home and remote learning. Experience has shown us that this improves communication with parents and in a parent survey earlier this year the majority of parents wanted work set digitally. Children can also get immediate feedback from their teachers. This means children who cannot attend school can be given the same learning as those in school which particularly supports the disadvantaged.</p> <p>Homework can also be set digitally now and access to online platforms can happen at home to practise and reinforce skills and knowledge.</p>	<p>1,2,3,4,5,6 Whole school</p>
<p><i>Developing play provision with OPAL (£2000).</i></p>	<p>UNICEF, OPAL, EEF work on wellbeing.</p>	<p>1,2, 4,6</p>

<p><i>£500 per year for website & training access.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>Whole school</p>
<p><i>Developing teacher's subject knowledge. (£2000 training budget) Great Teaching Toolkit £3000</i></p>	<p>Effective Professional Development, EEF. www.educationendowmentfoundation.org.uk, models of great teaching.</p>	<p>1,2,4,5,6 Whole school</p>
<p><i>Grammarsaurus training for new writing lead & license £500. Time to do audit an advise staff. (£600) Write Stuff license, training and supply. RWInc spelling resources & training £15K</i></p>	<p>Effective Professional Development, EEF. www.educationendowmentfoundation.org.uk, models of great teaching. Preparing for Literacy in the Early Years, Improving Literacy in KS1 and KS2, EEF, Effective Professional Development, EEF. www.educationendowmentfoundation.org.uk Nationally children's writing suffered during the pandemic due to a lot of learning being digital and online. A re-newed focus on writing will particularly support disadvantaged children.</p>	<p>1,6 Whole school</p>
<p><i>Develop teachers' expertise in inclusive practices.ie. to develop bottom 20%. (staff meeting time and in school support) Assistant SENDCO offering advice to staff, support staff training and screening.</i></p>	<p>65% of Pupil Premium children are SEND and we have a higher than national % of SEND children at 30%. We also have a significantly high number of children with EHCP of which 70% are PP. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) , models of great teaching, Ofsted, Effective Professional Development, EEF. www.educationendowmentfoundation.org.uk all show the importance of understanding children's needs, building relationships and developing strategies to promote progress for these children to close the attainment gap.</p>	<p>1,2,4,5,6 Whole school</p>
<p><i>Specialist teachers to support whole school subject development – EALteacher/Coordinator & Music teacher. (£14,500 & £8000)</i></p>	<p>EEF, www.educationendowmentfoundation.org.uk, models of great teaching, international research. Senior staff in school have visited schools in China, Italy, France and Germany looking at best practice and one factor was the use of 'experts' to teach children. This also raises aspirations and develops cultural capital for those who are disadvantaged.</p>	<p>1,2,3,4,5,6 Whole school</p>

<p>Whole school strategies from specialist staff ie speech & language, Ed Psychologist, Well being Officer, Psychotherapist , private school nurse, Playworker and Occupational Therapist.</p> <p>(£25,000, £10,000 – 50%*, £33,000, £13000, £3000-50%*, £15000, £8000 – 50%*)</p> <p>50%* funded from SEN</p>	<p>EEF, www.educationendowmentfoundation.org.uk, and research in to the impact of extended schools, Laing, Todd et.al 2016 demonstrate early identification and swift access to specialist services has a positive impact on improving life changes of the disadvantaged.</p> <p>Speech & Language Therapist shared whole school strategies to promote good language; Ed Psych – Zones of Regulation and Social Curriculum; Well Being Officer – peer 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.</p>	<p>1,3,4,5,6 Whole school</p>
--	---	-----------------------------------

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

Budgeted cost: **£49,136** (also see above as some are used in a targeted way)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tuition for all of Y6 (supported by NTP (60% PP funded & £9236)</p>	<p>Tuition is an effective method for targeting gaps and for pushing high attainers.</p> <p>EEF One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,5 All 56 children</p>
<p>Tuition for target group and bottom 20% in all year groups(Y1-Y6). (see above) £20,000</p>	<p>EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,5 Groups across Y1-Y5</p>
<p>Increase TA support, (see above), by a further 1 TAs (4 in total) to ensure every class has a TA for targeted support.(£17,600)</p>	<p>EEF Making Best Use of Teaching Assistants, EEF, (www.educationendowmentfoundation.org.uk) supporting pre and post teaching, enhanced feedback, support out of school provision ie. b.club & after school. RWInc groups & 1-1 interventions, SEND interventions. NELI intervention, Reading Plus.</p>	<p>1,3,4,5,6 Whole school</p>

<p><i>Speech & Language Therapist (proportion with SEND funding)</i> (£25,000 -£10,000 from SEN funding)**</p>	<p>6+ months progress for language interventions.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p> <p>Whole school, groups & individual</p>
<p><i>Counsellor/Psychotherapist (£13000)**</i></p>	<p>Swift access to services for mental health will have a positive impact on children's SEMH and long term achievement. Children from a disadvantaged background benefit from this early intervention most.</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Extended Schools research supports this.</p>	<p>3,4</p> <p>1-1 sessions</p>
<p><i>EAL teacher/Coordinator (proportion with EAL & SEND funding)</i> (£14,000)**</p>	<p>EEF Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Preparing for Literacy in the Early Years, Improving Literacy in KS1 and KS2, & research from Newcastle University, Hounslow LA et.al. & LILAC project.</p>	<p>2 days per week, whole school, groups & individuals in class and out of class support.</p>
<p><i>Wellbeing Officer (£33,000)**/Thrive Practitioner and Zone West worker.</i></p>	<p>Swift access to services for mental health will have a positive impact on children's SEMH and long term achievement. Children from a disadvantaged background benefit from this early intervention most.</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Extended Schools research supports this.</p>	<p>3,4,5</p>
<p><i>Educational Psychologist (proportion with SEND funding) (£10,000)**</i></p>	<p>Swift access to services will have a positive impact on children's long term achievement. Children from a disadvantaged background benefit from this early intervention most.</p> <p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>Extended Schools research supports this.</p>	<p>1,3,4,5</p>

<p><i>Occupational Therapist (proportion with SEND funding)(£8000)**</i> <i>Resources & follow up programmes with TAs.</i></p>	<p>Swift access to services will have a positive impact on children's long term achievement. Children from a disadvantaged background benefit from this early intervention most. Both targeted interventions and universal approaches can have positive overall effects. Extended Schools research supports this.</p>	<p>1,3,4,5,6</p>
<p><i>School nurse (private)(£3000)**</i></p>	<p>Swift access to services will have a positive impact on children's long term achievement. Children from a disadvantaged background benefit from this early intervention most. Both targeted interventions and universal approaches can have positive overall effects. Extended Schools research supports this.</p>	<p>1,3,4,5,6</p>

****funding accounted for in the previous section**

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

Budgeted cost: **£118,090**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><i>Raise attendance: Breakfast club/wrap around staffing, driver and Attendance Officer (£16,000, £6000, £10,000)</i></p>	<p>EEF & research The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3,4,5,6 Whole school</p>
<p><i>Wellbeing Officer (£33,000)**</i></p>	<p>EEF & research See above</p>	<p>3,4,5 Whole school</p>
<p><i>Family Support Worker (£33,000)</i></p>	<p>EEF & research See above</p>	<p>3 Whole school</p>

<i>Trips, visit and visitors</i> (£4000)	Development of cultural capital can improve knowledge and schematic development (Ofsted 18/19) which is particularly beneficial for disadvantaged children.	2 Whole school
<i>Uniform</i> (£600)	EEF & research Research shows that a sense of belonging is essential for mental wellbeing and stability. It also underpins resilience and a sense of self worth.	2 Whole school
<i>Health and nutrition</i> (£600)	EEF & research Improved health and nutrition has a positive impact on attendance and a positive impact on concentration. This particularly positively impacts those who are disadvantaged.	3,4,6 Whole school
<i>Full time nursery provision</i> (£20,000)	Strong evidence from research into extended provision and 15 years of a 0-11 school demonstrates the positive impacts on children's achievements of starting school early and for longer. This has a particularly positive impact on PSE and oracy for those who are disadvantaged. This includes an additional TA to work across both classes.	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> (£5,450.)	Extensive research into the positive impact of extended provision and EEF.	2,3,6 Whole school
<i>Playworker</i> (£15,000)	Research & EEF There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4,5,6 Whole school
<i>Comman dojo</i> (£1750 per year for 4 years + NUFC delivery with Y6 £3000)	Research & EEF Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6

<i>Senior staff training in the Thrive approach & Thrive Practitioner. (£2540)</i>		
--	--	--

Total budgeted cost: £ £378,923 (actual total £379,006)

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 and statutory data for 2022/23 .

Group data

Year Group	Reading	Writing	Maths
Y6	Z 24/30 80%	Z 23/30 77%	Z 22/30 73%
	GD 6 20%	GD 6 20%	GD 5 17%
	G 8/11	G 8/11	G 8/11
	B 16/19	B 15/19	B 14/19
	PP 12/17	PP 12/17	PP 11/17
	EAL 11/13	EAL 10/13	EAL 8/13
	SEN 5/9	SEN 5/9	SEN 4/9
	L 25/30 83%	L 22/30 73%	L 23/30 77%
	GD 10 33%	GD 8 27%	GD 3 10%
	G 13/14	G 11/14	G 10/14
	B 12/16	B 11/16	B 13/16
	PP 10/13	PP 9/13	PP 10/13
	EAL 13/18	EAL 14/18	EAL 13/18

	SEN 6/9 Year group 49/60 82% 16/60 27%	SEN 4/9 Year group 45/60 75% 14/60 23%	SEN 5/9 Year group 45/60 75% 8/60 13%
Y5 (no KS1 data)	H 21/30 70% Target group 0 GD 4 18% G 11/15 B 10/15 PP 10/13 EAL 12/17 SEN 4/8 G 28/30 93% Target group 4 GD 7 23% G 15/15 B 13/15 PP 12/12 EAL 16/17 SEN 6/8	H 20/30 67% Target group 3 GD 3 10% G 10/15 B 10/15 PP 8/13 EAL 11/17 SEN 3/8 G 27/30 Target group 9 GD 5 17% G 15/15 B 12/15 PP 12/12 EAL 16/17 SEN 3/8	H 23/30 77% Target group 1 GD 5 17% G 12/15 B 11/15 PP 9/13 EAL 13/17 SEN 4/8 G 28/30 Target group 7 GD 6 20% G 15/15 B 13/15 PP 12/12 EAL 16/17 SEN 6/8

	Year group 49/60 82% 11/60 16%	Year group 47/60 78% 8/60 10%	Year group 51/60 85% 11/60 16%
Y4 (no KS1 data)	HB 25/29 86% Target group 4 GD 12 41% G 13/13 B 12/16 PP 12/14 EAL 14/17 SEN 8/11 D 26/30 87% Target group 2 GD 8 27% G 15/17 B 11/13 PP 18/21 EAL 11/11 SEN 6/10 Year group 51/59 86%	HB 24/29 83% Target group 7 GD 5 17% G 12/13 B 13/16 PP 11/14 EAL 14/17 SEN 7/11 D 25/30 83% Target group 1 GD 4 13% G 15/17 B 10/13 PP 17/21 EAL 10/11 SEN 6/10 Year group 49/59 83%	HB 27/29 93% Target group 7 GD 11 38% G 13/13 B 14/16 PP 13/14 EAL 15/17 SEN 10/11 D 26/30 87% Target group 4 GD 2 7% G 15/17 B 11/13 PP 18/21 EAL 11/11 SEN 6/10 Year group 53/59 90%

	20/59 34%	9/59 15%	12/59 20%
Y3	T 25/29 83% Target group 0 GD 3 10% G 9/12 B 16/17 PP 10/14 EAL 16/17 SEN 4/6 E 28/31 90% GD 9 29% G 11/11 B 17/19 PP 14/15 EAL 14/15 SEN 6/8 Year group 53/61 87% 12/61 20%	T 25/29 80% Target group 1 GD 3 10% G 8/12 B 16/17 PP 10/14 EAL 16/17 SEN 3/6 E 25/31 81% GD 6 19% G 10/11 B 15/19 PP 11/15 EAL 13/15 SEN 5/8 Year group 50/61 82% 9/61 15%	T 23/29 77% Target group 0 GD 3 10% G 8/12 B 15/17 PP 10/14 EAL 15/17 SEN 3/6 E 30/31 97% GD 7 23% G 11/11 B 18/19 PP 14/15 EAL 14/15 SEN 8/8 Year group 53/61 87% 10/61 16%
Y2	P 26/30 87% GD 6/30 20% G 15/15	P 23/30 77% GD 4/30 13% G 13/15	P 26/30 87% GD 5/30 17% G 14/15

	<p>B 11/15</p> <p>PP 12/13</p> <p>EAL 14/16</p> <p>SEN 4/8</p> <p>S 25/30 83%</p> <p>GD 2 7%</p> <p>G 9/13</p> <p>B 16/17</p> <p>PP 8/10</p> <p>EAL 19/21</p> <p>SEN 5/9</p> <p>Year group</p> <p>51/60 85%</p> <p>8/60 13%</p>	<p>B 10/15</p> <p>PP 10/13</p> <p>EAL 13/16</p> <p>SEN 2/8</p> <p>S 22/30 73%</p> <p>GD 1 3%</p> <p>G 9/13</p> <p>B 13/17</p> <p>PP 6/10</p> <p>EAL 16/21</p> <p>SEN 5/9</p> <p>Year group</p> <p>45/60 75%</p> <p>5/60 8%</p>	<p>B 12/15</p> <p>PP 11/13</p> <p>EAL 14/16</p> <p>SEN 4/8</p> <p>S 24/30 80%</p> <p>GD 1 3%</p> <p>G 9/13</p> <p>B 15/17</p> <p>PP 6/10</p> <p>EAL 19/21</p> <p>SEN 6/9</p> <p>Year group</p> <p>50/60 83%</p> <p>6/60 10%</p>
Y1	<p>P 25/29 83%</p> <p>Target group 6</p> <p>GD 0</p> <p>G 14/15</p> <p>B 11/14</p> <p>PP 10/11</p> <p>EAL 11/14</p>	<p>P 24/29 83%</p> <p>Target group 7</p> <p>GD 0</p> <p>G 14/15</p> <p>B 10/14</p> <p>PP 10/11</p> <p>EAL 11/14</p>	<p>P 25/29 83%</p> <p>Target group 5</p> <p>GD 0</p> <p>G 14/15</p> <p>B 11/14</p> <p>PP 10/11</p> <p>EAL 11/14</p>

	SEN 3/5 T 24/30 80% GD 1 3% G 9/12 B 15/18 PP 10/14 EAL 12/16 SEN 8/10 Year group 49/60 82% 1/60 1.5%	SEN 3/5 T 23/30 77% GD 2 6% G 9/12 B 14/18 PP 9/14 EAL 12/16 SEN 7/10 Year group 47/60 78% 2/60 6%	SEN 3/5 T 26/30 87% GD 1 3% G 10/12 B 16/18 PP 12/14 EAL 13/16 SEN 9/10 Year group 51/60 85% 1/60 1.5%
Reception	BB GLD 21/30 70% B 11/17 G 10/13 EAL 14/20 PP 6/9 SEN 2/10 PB GLD 20/30 67% B 11/18 G 9/12 EAL 12/16		

		Numeracy: 29/55 (51) 53% (57%)	(37%)
--	--	-----------------------------------	-------

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
Voice21	Voice21
Launchpad for Literacy	NOTCA
Great Teaching Toolkit	Evidence Based Practice

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)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated each activity we have historically used and evaluated its impact.

We triangulated evidence from multiple sources of data including assessments, engagement in classroom monitoring, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and shared practice with other schools in our Trust. The Head teacher attended the 'Making a Difference for Disadvantaged children' course and involved the senior staff in evaluating some of the research.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. The Head teacher is carrying our research into this area for her Doctorate. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.