



Bridgewater's Pupil Premium Strategy 2024-2027

Reviewed Sept 2025

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. Attended Raising Attainment for Disadvantaged Learners training 23/24 and Thinking Differently for Disadvantaged Learners 23/24 funded by NTCA. Also informed by Poverty Proofing audit July 2024

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2025** 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	540
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September/October 2025
Date on which it will be reviewed	Sept 2026
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	£330,960
Recovery premium funding allocation this academic year	None this year.
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	£330,960

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.*
- *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 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 from 2023/24 for Pupil premium and Disadvantaged learners.*
- *We will use the findings from our Poverty Proofing the School day from CNE in July 2024.*
- *We work with the West End Children’s Community and West End Schools’ Trust to access additional resources for families ie. Operation Santa, fuel and food vouchers, additional out of school activities, work with artists etc.*

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 and are struggling with the cost of living.</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 35 children with an EHCP and a significant proportion are also pupil premium 65%.</i>
6	<i>A huge amount of resources is required to ensure our attendance is above national average but since the pandemic it has reduced to 95.6% from 97%. This is despite a significant amount of resources and procedures in place and a steady rise since the pandemic. The gap between PP and NPP is narrowing but remains – 94.6% PP and 96.9% NPP</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>	• 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. Launchpad 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>	• 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>	• 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>	• 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>	• 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>	• 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: **£151,624**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Vocab. Ninja training website and resources. (£500)</i> <i>Grammarsaurus (£500), Voice21 (£700) and Launchpad to Literacy training(funded through North of Tyne Y1, £3k per year afterwards)</i> <i>Literature Works £700 & Write Stuff resources £1500</i>	Research shows vocab differences between different socio economic groups on entry to school. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 Whole school
<i>RWInc. teaching and learning portal and coach. (£3500)</i>	EEF study, we took part in the pilot project. 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,5, 6 Whole school, part, EYs & KS1 more targeted at KS2.
<i>Increased number of teaching assistants to support</i>	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	1,2,4,5, 6 Whole school

<i>teaching and learning by 3 (£84,018.)</i>	has been very positive about deployment of TAs and the appropriate level of support they give. Making Best Use of Teaching Assistants, EEF, (www.educationendowmentfoundation.org.uk)	
<i>Maths Mastery (supply cover costs)</i>	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 The maths mastery approach has been found to be particularly effective in narrowing the gap in maths.	1,2,3,6 Whole school
<i>Strengthen Quality First Teaching – use of the ‘great teaching’ tool kit, strategies. Making a Difference for Disadvantaged Pupils, the Outstanding Teaching Programme and Outstanding Teaching Assistant Programme. Use of RADY. PPMs to review provision, teaching and impact. Assistant heads to monitor provision, teaching and learning.</i>	DfE approved courses to improve quality first teaching benefits all children but particularly those from a disadvantaged background. There is extensive evidence that training to improve QFT will be beneficial to all. Teacher Feedback to Improve Pupil Learning, EEF, www.educationendowmentfoundation.org.uk Effective Professional Development, EEF. www.educationendowmentfoundation.org.uk	1,2,3,4,5,6 Whole school
<i>Use of technology to support teaching and</i>	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	1,2,3,4,5,6

<i>learning. Including support from our IT consultant/computing networks, Seesaw software and more ipads bought. (£20,000 + £2000 for IT support and maintenance) . Mr P ICT training & access to AI platform - £1525</i>	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. Homework can also be set digitally now and access to online platforms can happen at home to practise and reinforce skills and knowledge.	Whole school
<i>Developing play provision with OPAL. £700 per year for website & training access.</i>	UNICEF, OPAL, EEF work on wellbeing. 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, 4,6 Whole school
<i>Developing teacher's subject knowledge. Metacognition training. (£2000 training budget) Network meetings, association membership and training as well as supply costs (£2000)</i>	Effective Professional Development, EEF. www.educationendowmentfoundation.org.uk, models of great teaching.	1,2,4,5,6 Whole school
<i>Grammarsaur us training for new writing lead & license £500. Time to do audit and advise staff. (£600) Write Stuff license,</i>	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.	1,6 Whole school

training and supply. RWInc spelling resources & training £15K		
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. LA SEN support and training.	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.	1,2,4,5,6 Whole school
Specialist teachers to support whole school subject development – EALCoordinat or & Music teacher. (£14,500 & £8000), PE, Dance, Foreign languages & subject leads.	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.	1,2,3,4,5,6 Whole school
Whole school strategies from specialist staff ie Thrive Practitioner Counsellor £2000*, , Playworker 50%* funded from SEN	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. 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.	1,3,4,5,6 Whole school

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
<i>Tuition for all of Y6 & Y5</i>	Tuition is an effective method for targeting gaps and for pushing high attainers. EEF One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,5 All 56 children
<i>Tuition for target group and bottom 20% in all year groups(Y1-Y6). (see above) £20,000 R-Y4. Now done in b.club time.</i>	EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,5 Groups across Y1-Y5
<i>Increase TA support, (see above), by a further 1 TAs (4 in total) to ensure every class has a TA for targeted support.(£28K)</i>	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.	1,3,4,5,6 Whole school
<i>Speech & Language Therapy interventions delivered by TAs</i>	6+ months progress for language interventions. 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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 Whole school, groups & individual
<i>Counsellor/Psychotherapist (£2000)**</i>	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. Both targeted interventions and universal approaches can have positive overall effects:	3,4 1-1 sessions

	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Extended Schools research supports this.	
<i>EAL Coordinator (proportion with EAL & SEND funding) Half a day per half term.</i>	EEF Oral language interventions EEF (educationendowmentfoundation.org.uk) Preparing for Literacy in the Early Years, Improving Literacy in KS1 and KS2, & research from Newcastle University, Hounslow LA et.al. & LILAC project.	2 days per week, whole school, groups & individuals in class and out of class support.
<i>Thrive Practitioner and Zone West worker (Virtual School project - funded).</i>	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. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Extended Schools research supports this.	3,4,5
<i>Educational Psychologist recommendations carried out by TAs (proportion with SEND funding)</i>	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.	1,3,4,5
<i>Occupational Therapist programmes delivered by TAs.</i>	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.	1,3,4,5,6

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

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

Budgeted cost: **£130,200**

Activity	Evidence that supports this approach	Challenge number (s)
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		addressed
<i>Raise attendance: Breakfast club/wrap around staffing, driver and Attendance Officer (£16,000, £6000, £10,000)</i>	EEF & research The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,4,5,6 Whole school
<i>Wellbeing Officer (£18K)**</i>	EEF & research See above	3,4,5 Whole school
<i>Family Support Worker (£49,975)</i>	EEF & research See above	3 Whole school
<i>Trips, visit and visitors. Clubs and holiday provision. (£16,110)</i>	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 (£600)</i>	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 (£600)</i>	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 (£20,000)</i>	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> (£19,000)	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>Commando Joe</i> (£1750 per year for 4 years + NUFC delivery with Y6 £3000) <i>Senior staff training in the Thrive approach & Thrive Practitioner.</i> (£2540)	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

Total budgeted cost: £ 330,960.00

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 2024 to 2025 academic year.

In 2025 PP Y6 data for disadvantaged children was above national disadvantaged in all areas.					
Data report summer 2025					
Y6 (58)	Reading	Writing	GPS	Maths	combined
EXS	50/58 86% 106	45/58 78%	44/58 76% 105	43/58 74% 105	R,GPS,M 39/58 67% R,W & M 37/58 64% NA 62%
GD	17/58 29%	15/58 26%	12/58 21%	12/58 21%	5/58 9%
Disadvantaged PP (35) 60%	29/35 83%	25/35 71% DNA	30/35 86% DNA	25/35 71% DNA	57.9% GD 8%

	DNA 63.2%	59.4%	59%	60.5%	DNA 47.4%
SEND (27) 47%	19/27 70%	17/27 63%	21/27 78%	18/27 67%	

- Children who just missed the standard:
- GPS 6 x one scaled point below at 109,
- Reading 4 x one scaled point below at 109 and 1 x 99, 1 below EXS
- Maths 1 x 109 and 4 x 99.
- Children who did not meet the standard are mainly SEN:
- 7/8 R, 12/14 GPS, 12/13 W, 11/15 M.
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Y5 (58)	R	W	M
Hippos EXS	25/30 (1 target) 83%	19/30 63%	25/30 (2 target)83%
GD	8/30 27%	6/30 20%	6/30 20%
PP	14/17 82%	8/17 47%	14/17 82%
SEN	9/12 75%	5/12 42%	9/12 75%
progress	11/12 92%	10/12 83%	12/12 100%
EAL	12/15 80%	10/15 67%	13/15 87%

Giraffes EXS	23/28 82%	22/28 79%	19/28 68%
GD	3/28 11%	3/28 11%	6/28 22%
PP	12/16 70%	12/16 70%	9/16 56%
SEN	7/11 64%	6/11 55%	5/11 46%
progress	9/11 82%	10/11 91%%	7/11 64%
	OA,JD	AC	AC, EM, MF & JD
EAL	14/15 93%	14/15 93%	12/15 80%
Overall	48/58 83%	41/58 71%	44/58 76%
GD	11/28 39%	9/28 32%	12/28 43%
PP	26/33 79%	20/33 61%	23/33 70%
SEN	16/23 70%	11/23 48%	14/23 61%
EAL	26/30 87%	24/30 80%	25/30 83%
Y4 (62)	R	W	M
Dolphins EXS	25/31 81%	23/31 74%	26/31 84%
	(5 target)	(8 target)	(8 target)
GD	8/31 26%	4/31 13%	6/31 20%
PP	14/19 74%	12/19 63%	16/19 84%

SEN	5/9 56%	4/9 44%	7/9 78%
progress	7/9 78% IM,GA	7/9 78% OG, GA	9/9 100%
EAL	11/15 73%	10/15 67%	13/15 87%
Honey Bees EXS	28/31 90% (2 target)	28/31 90% (5 target)	29/31 94% (4 target)
GD	6/31 19%	4/31 13%	8/31 26%
PP	14/15 93%	14/15 93%	14/15 93%
SEN	7/10 70%	7/10 70%	8/10 90%
progress	10/10 100%	10/10 100%	7/10 75%
EAL	20/22 91%	20/22 91%	21/22 91%
Overall	53/62 86%	51/62 82%	56/62 90%
GD	14/30 47%	8/30 27%	14/30 47%
PP	28/34 82%	26/34 77%	30/34 88%
SEN	12/19 63%	11/19 58%	15/19 79%
EAL	31/37 84%	30/37 81%	34/37 92%
Y3 (58)	R	W	M

Tigers EXS	24/28 86% (1 target)	19/28 68% (1 target)	22/28 79% (2 target)	
GD	2/28 7%	0	3/28 11%	
PP	18/21 86%	17/21 81%	16/21 76%	
SEN	8/10 80%	5/10 50%	7/10 70%	
progress	10/10 100%	8/10 80%	9/10 90%	
EAL	12/15 80%	9/15 60%	11/15 73%	
Elephants	26/30 87%	23/30 77%	26/30 93%	
EXS	(2 target)	(3 target)	(5 target)	
GD	10/30 33%	0	5/30 17%	
PP	12/13 92%	10/13 77%	12/13 92%	
SEN	4/7 57%	2/7 29%	5/7 71%	
progress	7/7 100%	7/7 100%	7/7 100% M some aspects not.	
EAL	13/17 76%	11/17 65%	15/17 88%	
Overall	50/58 86%	42/58 72%	50/58 86%	
GD	12/58 21%	0	8/58 14%	
PP	30/34	27/34	28/34	

SEN	12/17 71%	7/17 41%	12/17 71%
EAL	15/32 47%	20/32 63%	26/32 81%
Y2 (57)	R	W	M
Penguins EXS	25/29 86% (1 target)	24/29 83% (2 target)	25/29 86% (1 target)
GD	3/29 10%	1/29 3%	3/29 10%
PP	6/9 67%	5/9 56%	6/9 %67
SEN progress	4/10 40% 9/10 90% CH	3/10 30% 8/10 80% CH,EM	5/10 50% 8/10 80% CH,EM
EAL	13/15 87%	13/15 87%	13/15 87%
Seals EXS	21/28 75% (1 target)	19/28 68% 0	21/28 75% 0
GD	1/28 4%	1/28 4%	0
PP	5/10 50%	5/10 50%	6/10 60%
SEN progress	4/10 40% 9/10 90% LF	3/10 30% 7/10 70% AB, UA, AH	5/10 50% 6/10 60% FD,LF,UA,AH
EAL	14/18 78%	14/18 78%	15/18 83%

Overall	47/57 82%	43/57 75%	48/57 84%
GD	4/57 7%	2/57 4%	3/57 5%
PP	11/19 58%	10/19 53%	12/19 63%
SEN	7/16 44%	5/16 31%	8/16 50%
EAL	27/33 82%	27/33 82%	28/33 85%
Y1 (58)	R	W	M
Pandas EXS	28/29 (8 target) 97%	28/29 (8 target) 97%	28/29 (7 target) 97%
GD	9/29 31%	2/29 7%	3/29 10.3%
PP	15/16 94%	15/16 94%	15/16 94%
SEN	5/6 83%	5/6 83%	5/6 83%
progress	6/6 100%	5/6 83% FR	4/6 67% FR & O
EAL	12/14 86%	12/14 86%	13/14 93%
Turtles EXS	28/29 (97%) (11 target)	28/29 (97%) (13 target)	28/29 (97%) (10 target)

GD	8	0	1
PP	10/10 100%	10/10 100%	10/10 100%
SEN	6/7 86%	6/7 86%	6/7 86%
progress	6/7 86%	6/7 86%	6/7 86%
	HJ	HJ	HJ
EAL	17/18 94%	17/18 94%	17/18 94%
Overall	57/58 98%	56/58 97%	56/58 97%
GD	17 29%	2 3%	4 7%
PP	25/26 96%	25/26 96%	25/26 96%
SEN	11/13 85%	11/13 85%	11/13 85%
EAL	31/33 94%	31/33 94%	31/33 94%

Rec:

Reception profile data

Good Level of Development	39/59 66.1% NA 68.3%
	Disadvantaged 56% DNA 51.3%

Nursery:

Hedgehogs: Prime areas 19/26, 9 target, GLD areas 19/26

(all made accelerated/expected progress except AJ and PC who have sig needs & offset)

Squirrels: Prime areas 19/26, 9 target, GLD areas 19/26

(all made accelerated/expected progress except PP who has sig needs & offset)

0-3: Butterflies 38/47, 14 target 21 closed the gap, 26 expected progress.

Caterpillars 23/25, 10 target 9 closed the gap, 14 expected progress, 2 a concern (LH & AM).

Ladybirds 10/12, 10 expected progress, 2 a concern (ZB,JY)

Phonics

Y1	47/59 79.7% (SEND needs) NA 80% D = 75.1% DNA 66.9%
Y2	10/12 83.3% 1 EHCP & 1 significant attendance needs (88.6%NA)

Y4 Multiplication check.

25	18/61	29%
20+	41/61	67%
18+	47/61	77%

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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, NECA

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.