

Pupil premium strategy statement – Bridlewood Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	194 + Nursery
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs V Sammon Headteacher
Pupil premium lead	Mrs V Sammon
Link Governor	Mr M Hardy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,530
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£32,530

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all our pupils including those disadvantaged pupils to make good progress and outcomes across all areas of the curriculum. We expect our disadvantaged pupils to achieve outcomes similar to or better than other pupils with similar starting points.

Quality first teaching for all pupils including disadvantaged pupils is the best way to improve outcomes. As such, quality training for all staff including support staff is essential to this. Those strategies used across the whole school as part of the school development plan are the same as for our disadvantaged pupils.

Our school values of respect, responsibility and honesty form a key part of our ethos and culture at Bridlewood and relationships are strong. It is important that we know our disadvantaged pupils and their families well so that we may really understand and support each individual pupil and remove barriers, according to their individual needs.

An exciting curriculum, means pupils love learning and will enjoy coming to school and therefore attend well. With our strong values and relationships, we create an environment where every pupil is valued and where every pupil feels a sense of belonging within our school.

Where there are specific academic needs, we provide targeted support using short, frequent interventions. Providing social emotional and mental health support is vital to ensuring pupils with these barriers can still focus and access their academic learning.

We believe no pupil should be prevented from attending extra-curricular or curriculum activities because of their income and therefore subsidise education trips, visits, clubs and activities so that they may develop the cultural capital to succeed alongside their peers.

Challenges

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

Challenge number	Detail of challenge
1	Academic attainment particularly where there is a dual need e.g. SEND, CP, YC or EAL alongside PP
2	SEMH needs including Trauma
3	Regular Attendance
4	Access and engagement in extra-curricular activities

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
Improve outcomes at the end of KS2 above the national average	Outcomes at the expected standard are consistently above the National average for end of key stage core subjects and combined.
Improve outcomes in Phonics above the national average	Outcomes are consistently above the national average for year 1 and for rechecks in year 2. Reduced number of phonics interventions required at KS2.
Increase engagement in learning and reduce playtime conflict through self-regulation, trauma informed practice and meaningful play	Reduced number of playground behaviour incidents recorded. Low level disruption in class is rare because pupils with additional needs or trauma have adaptations and strategies in place to support their SEMH and learning. Pupil perceptions data & questionnaires show a positive pupil response to school
Improve pupil premium attendance in line with non-pupil premium pupils	Attendance for PP pupils is within 1% of their peers
Increase engagement in extra-curricular activities and opportunities	PP pupils experience success in other subjects such as sports and the arts e.g. by representing the school at an event. PP pupils successfully perform to an audience in an assembly/production Pupil perceptions data show and increase in positive self-esteem responses Attendance at clubs for PP is above that of their peers

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £15,000

Time allocation for PP leader and SENCO

Pupil progress meeting release time x3 per year

Release time for monitoring

Resource/CPD/Release time for Maths mastery, Phonics, Teaching & Learning TPAT partners, NPQs

Supplement funds for additional curriculum resources

Provision Mapping tool

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise standards in Maths across the school: -Engage in Mobius maths hub CPD programmes -Increase quantity of timetabled maths within the curriculum	Although we saw an increase in our outcomes and above national outcomes in KS2 maths in 2025 our PP pupils did not do as well as they did in their Reading and writing. Our current year 6 pupil outcomes last year (in year 5) have shown there is still a need to continue the focus on improving their maths outcomes this year. We have already started a maths mastery approach and mastering number programmes in EY/KS1 so we need time to embed these and include the mastering number at KS2 programme this year. EEF toolkit shows that mastery learning gives moderate impact for very low cost (the 5months progress is however based on limited evidence)	1
Embed the TPAT teaching and learning principles consistently: -staff use the T&L toolkit to access key support and walk thru video clips for each principle -Regular feedback and support for staff	Quality first teaching has the biggest impact on pupil outcomes, therefore we invest in time and support to improve our teaching staff to continually improve their practice. The EEF states that 'the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils'	1

Improve outcomes in Phonics: -training through the Ramsbury Literacy Hub - coaching & support for staff, particularly those new to the school and for support staff	Although the Year 1 phonics outcomes improved last year and some who did not pass were very close to the pass mark, the outcomes are still just below the national average at 78%. Year 2 Recheck was 85% and there are still some pupils across key stage 2 who have not yet reached the pass mark who we are tracking. Little Wandle is an approved DfE Synthetics Phonics programme Our EY leader is working for the Ramsbury Literacy Hub so is in a strong position to coach, support, assess and monitor phonics teaching and outcomes EEF toolkit shows that high quality phonics gives moderate impact for very low cost (the 5months progress is based on extensive evidence)	1
Engage in CPD group research discussion and reflection with colleagues across the Trust -Staff reading materials provided linked to key questions and the T&L principles -Regular meetings across the year to meet discuss and reflect on the learning across phase to support teaching and learning pedagogy.	Quality first teaching has the biggest impact on pupil outcomes, therefore we invest in time and support to improve our teaching staff to continually improve and reflect on their practice. The EEF states that ‘the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils’	1

Targeted academic support

Budgeted cost: £6,000

Release time and progress meetings (included in costs above)

Release time for Phonics lead to coach and deliver training

Time allocation for headteacher/pupil premium lead to deliver 1:1 maths tuition

Time allocation for TAs to deliver phonics interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions for those falling behind their peers (using the Little Wandle Keep up, Catch up and SEND programmes, including for those in KS2 who have not yet passed	Although the Year 1 phonics outcomes improved last year and some who did not pass were very close to the pass mark, the outcomes are still just below the national average at 78%.	1

the phonics screening pass mark.	Year 2 Recheck was 85% and there are still some pupils across key stage 2 who have not yet reached the pass mark who we are tracking. Little Wandle is an approved DfE Synthetics Phonics programme. EEF toolkit shows that high quality phonics gives moderate impact for very low cost (the 5months progress is based on extensive evidence). The deployment of TAs in the EEF studies gives variable outcomes but we are providing regular training for all staff and coaching for those staff engaged in supporting pupils with phonics interventions.	
Small group weekly tuition in maths from the HT	We saw above expected progress for some pupils following this intervention last year and this is a good way to target our PP pupils with limited resource. EEF toolkit shows that small group tuition gives moderate impact for low cost (the 4months progress is based on moderate evidence)	1

Wider strategies

Budgeted cost: £12,000

HLTA/ELSA time

Release time to provide Trauma informed training and OPAL training to the wider staff

Professional and Trust services (EP, Mental health, Behaviour support)

ELSA external supervision with EP

Whole class music tuition for one year group

Individual music tuition

Trips and swimming subsidy

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide weekly ELSA (and other Trust mental health and behaviour support) for identified pupils	We recognise that pupils will only reach their potential academically if they are able to manage their feelings and behaviour and develop meaningful relationships with others The deployment of TAs in the EEF studies gives variable outcomes but we have an experienced ELSA who receives regular supervision and mental health	2

	lead training in order to support pupils with SEMH needs.	
Release time for Trauma informed training (local authority funded)	Staff understanding of Trauma will support strong relationships with the most vulnerable pupils and enable adaptive teaching strategies and support	2
Introduction of the Zones of Regulation to support relationships and behaviour.	Our behaviour policy needed a review and through the SENCO and Maths lead visits to other schools, we identified this approach to support the pupils self-regulation and reduce playground behaviour incidents. The EEF toolkit states that social emotional learning gives moderate impact for low cost (The 3months progress is based on moderate evidence)	2
OPAL training (jointly funded using sport premium)	Many of our behaviour incidents happen on the playground. Children spend over an hour every day at school at play – when there is purposeful play, children will be more engaged and there will be less behaviour incidents. OPAL aims to meet children's fundamental play needs; to improve well-being; to save time and money by reducing issues that arise from poor playtimes; to develop creative skills and to support children to challenge themselves and to address the fact that many children no longer get their play needs met outside of school.	2
Attendance analysis and Engagement with parents	We know that in order for pupils to maximise their learning they need access to quality first teaching in school regularly and on time. Although PP attendance has improved over time, the gap between PP and non PP pupils attendance for Bridlewood remains above 3%. The local authority state that 'School attendance is crucially important for children and young people's education, their wellbeing, their safety, and their future prospects'.	3
Music tuition (whole class and individual)	We believe it is important for our most vulnerable pupils to have the same	4

	opportunities as other pupils to develop and nurture their talents in other areas of the curriculum such as music. Therefore, we fund individual lessons for those who wish to take up the offer. We provide opportunities for as many vulnerable pupils to access expert music teaching across the school. Taking part in high quality Music activities has proven mental health benefits as well as developing pupil resilience and perseverance	
Clubs, swimming, trips and residential funding	We believe that good quality trips give our pupils experiences, creates memories and opportunities to develop their vocabulary and build their 'cultural capital' and therefore we ensure no pupil misses out on these opportunities We believe it is important for our most vulnerable pupils to have the same opportunities as other pupils to develop and nurture their talents in other areas of the curriculum such as sport. Therefore, funding is provided for our most vulnerable pupils to access after school sports clubs free of charge. Swimming is a life skill and no pupil particularly our most vulnerable pupils should leave Bridlewood without the opportunity to learn to swim We want our pupils, especially vulnerable pupils, to take up opportunities to gain cultural capital, build resilience and motivation and encourage them to pursue wider goals	4

Total budgeted cost: £33,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Outcomes 2025	Pupil Premium	Non Pupil Premium	Whole Cohort
Early Years Good Level of Development (x1 PP pupil)	0%	72%	70%
Year 1 Phonics Screening check (x2 PP pupils)	50%	80%	78%
Year 4 MTC Check (x3 PP pupils)	18 Average score 0% Full marks	22.2 Average score 30% Full Marks	21.8 Average score 27% Full Marks
End of KS2 SATs Assessments: expected or above (x10 PP pupils)			
Reading	70%	80%	77%
Writing	60%	75%	70%
Maths	50%	95%	80%
SPAG	60%	80%	73%
Reading/Writing/Maths	40%	70%	60%

Individual case studies for PP pupils also show individual impact such as improved engagement in learning; accessing age related test papers; improved attendance or punctuality; reduced behaviour incidents.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
DfE validated Phonics programme	Little Wandle Letters and Sounds
Comparative Marking (Writing)	No More Marking
EY online platform	Tapestry
SEND tracking	Provision Map

Service pupil premium funding (optional)

There were 0 pupils in receipt of service pupil premium funding in 2024-25 (£0)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity

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

- Continuing to use the ReflectEd (Metacognition) programme of study written by the Rosendale Research School/Even Swindon school Metacognition Hub (EEF high impact, low cost)
- Utilising Trust and other external CPD (Ramsbury Literacy Hub) and leadership (NPQs) opportunities
- Talk Boost (Nursery) and Rehearsal Room (Y5) Research trials

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated activity from previous years. We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny and conversations/questionnaires with parents, pupils and staff, in order to identify the challenges faced by disadvantaged pupils including those who are more able learners.

We used the EEF toolkit to help us develop our strategy based on the best research available. We will continue to use it through the implementation of activities.

We will review and adjust our plan regularly to secure the best possible outcomes for our pupils.