

Pupil premium strategy statement

This statement details our school's use of pupil premium (and any 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	Bridlewood Primary School
Number of pupils in school	203 (+ Nursery)
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	31/10/24
Date on which it will be reviewed	Annually in October
Statement authorised by	Mrs V Sammon Headteacher
Pupil premium lead	Mrs V Sammon
Pupil premium link LAB member	Mr M Hardy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,650 (£1455 per pupil 2024-25)
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	£43,650

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 achieve good 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.

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	There continues to be an academic gap particularly with those disadvantaged who have dual needs such as SEND, SEMH, YC, EAL as well as those on low incomes compared to their peers.
2	Covid pandemic – Pupils were not able to gain the same social and cultural experiences because of the restrictions during the pandemic and many also have additional anxiety and mental health needs as a result.
3	The attendance gap between pupil premium and non-pupil premium pupils is above 2%

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
Develop consistent approaches to quality first teaching practices across the school	➤ pupils know and remember more of their prior learning ➤ outcomes for pupils are all above the National average for end of key stage core subjects ➤ external review shows there is consistency in approaches to teaching and learning
To improve outcomes across the school	➤ Outcomes at the expected and greater depth standard are above the National average for end of key stage core subjects
To improve strategies for supporting SEND pupils with cognition and learning needs.	➤ Pupils with cognition and learning needs show positive scores for provision map outcomes and interventions ➤ There is an increase in pupils accessing year group papers ➤ A greater number of pupils in this group achieve the expected standard
To provide identified PP pupils with high quality academic intervention and support.	➤ Gap reduces to within 10% for end of key stage core subject outcomes
Targeted pupils develop a strong understanding and have strategies to prioritise their own Mental health and well being	➤ Pupil perceptions data & questionnaires show a positive pupil response ➤ Positive outcomes from ELSA and other mental health support for pupils
PP pupils to receive other academic and wider opportunities to participate and succeed in extra-curricular and sporting activities	➤ Pupils achieve success in subjects other than English and Maths ➤ Pupils successfully perform to an audience in an assembly ➤ Increased self-esteem and confidence of pupils ➤ High attendance at clubs ➤ Pupils more engaged with school life
To subsidise the costs of Educational Visits and other welfare provision for PP pupils	➤ Increased confidence and enthusiasm for visits from PP pupils ➤ Support for families to return to work or college education
Increase attendance for PP Pupils	➤ Attendance for PP pupils is within 1% of their peers
Provide the resources required to access homework online	➤ Vulnerable pupils are not disadvantaged by lack of suitable devices

Activity in this academic year

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

Teaching

Budgeted cost: **£18,100**

- Time allocation for PP leader and SENCO
- Pupil progress meeting & monitoring release time
- CPD & release time for CPD: TEEP, Mobius Maths Hub, Dyslexia, Little Wandle Phonics, comparative marking, TPAT aspiring leaders/T&L work groups, local authority TA work group, NPQ for SEND, Drawing club
- Challenge Partners
- Provision mapping tool
- Supplement funds for additional curriculum resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop and embed consistent approaches to quality first teaching practices across the school ➤ Embedding TEEP practices within the planning, teaching and review cycle ➤ Explicit evidence of the TEEP teaching cycle within planning & teaching resources ➤ Explicit reference to the TEEP command words within lesson objectives adapted to each phase ➤ Children's use of the language of learning in EY to be linked to the Characteristics of Effective Learning and newly created 'learning friends' on the TEEP posters ➤ Present new information to pupils through a variety of approaches including modelling ➤ Pupils are given opportunities to construct meaning and apply to demonstrate in a variety of ways such as: collaboration and asking questions ➤ Pupils review their learning through the use of metacognition (ReflectEd colours) ➤ Opportunities for observing good practice across the school & Trust	TEEP strategies are used across the Trust as an approach to teaching and learning. QFT has the biggest impact on pupil outcomes and therefore those also eligible for pupil premium.	1
Improve the outcomes in Maths across the school. • Embedding Maths mastery training through the Mobius Maths Hub (e.g. fast four; hinge question; I notice I wonder; use of manipulatives; stem sentences) • Agree a consistent approach to using manipulatives across the school (Numicon; Dienes; place value counters) • Mastering Number programme for Reception & KS1 • QLA of summer term 2024 KS2 maths papers • KS2 Early morning work focussed on number/times table practice • Explicit teaching of times tables within lessons in year 3&4 & regular assessment • Explore alternative maths schemes of work to best support the maths mastery approach across the school • Use of modelled examples evident on working walls • Targeted support and interventions for those working towards the expected standard in maths	Although maths outcomes at the expected standard have been above national over time, KS2 SATS results in 2024 were well below the National average at the expected standard. MTC data for 2024 still shows the average score slightly below national. We have been working with Mobius maths hub during 2023-24 and need to continue this to embed the mastery approach within our practice across the school. Internal data 2023-24 shows year 4 & 5 (Year 5 & 6 2024-25) outcomes are currently predicted to be below national at the expected standard in maths.	1

• Ensure all groups of learners have opportunities to apply number calculations to problem solving and reasoning within lessons • Provide opportunities for staff to observe effective maths mastery teaching within the school and across other schools • TPAT Primary maths leader focus group to identify opportunities to share good practice in maths across the trust • Engage with parents through the Multiply programme to support numeracy skills within the family		
Build a whole school oracy culture • Promote talk and presentational skills within lessons • Embed Kagan strategies for talk partners within lessons • Introduce a termly P4C lesson into the English curriculum • Take part in an annual primary class and Trust debating/oracy competition • Poetry Slam class and school competition • In Early years, promote language development through the continued use of drawing club in FS2, implementation of story dough in FS1, use of the new Little Wandle guidance and resources for developing language skills and auditing the environment to strengthen and develop 'communication friendly spaces' (Elizabeth Jarmen).	The use of Kagan strategies means that pupil's talk is structured, enables all pupils to have a voice and therefore be more engaged in their learning. The commission on Oracy education shared that 'there is a growing recognition of the importance of spoken language to children's learning and life chances'	1
To improve phonics outcomes • Re visit the Little Wandle Letters and Sounds training with all staff • Reception and Year 1 follow the LWLS scheme with fidelity • Identified pupils in year 2+ receive daily 1:1 or small group SEND LWLS intervention sessions • Identified pupils in year 2+ receive LWLS x3 sessions per week Reading sessions • Complete termly LWLS assessments for Rec/year 1 & identified pupils in year 2+ • Complete x3 phonics screening check assessments for year 1 & identified pupils in year 2+ • Phonics club for identified pupils in year 1 & 2 from Spring term • Teachers plan interventions for phonics using the SEND and keep up resources from LWLS	Although phonics outcomes have been above the national average over time, the 2024 outcomes were below the National average. There are several new staff who need training on using our Phonics scheme and existing staff need a refresh.	1

Targeted academic support

Budgeted cost: £17,450

- Release time for providing Early Help conversations, planning and meetings
- Time allocation for headteacher/pupil premium lead to deliver 1:1 maths tuition
- Revision guides for year 6 PP pupils
- HLTA/ELSA time and other TA intervention time
- Professional and Trust services (EP, Mental health, Behaviour support)
- ELSA external supervision with EP

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide identified PP pupils with high quality interventions to close the gap with their peers. ➤ Year 6 maths tutoring with HT ➤ Targeted questioning and feedback to pupil premium pupils in teaching and learning ➤ All adults to establish secure relationships with pupil premium pupils ➤ Targeted interventions for pupils with dual vulnerability ➤ Regularly updated pupil premium case studies and passports ➤ Purchase CGP KS2 books for Year 6 PP pupils and times table books for year 4 pupils	Internal data shows that although the gap has reduced over time, improvements still need to be made to reduce this further, particularly in maths. The EEF notes that targeted tuition with a qualified teacher will give good impact on the pupils' progress. Although the subsidised tutoring grant has now finished, the HT & DHT will support targeted interventions with pupils in year 5 & 6.	1
Accelerate progress for SEND pupils across the school ➤ Training on Dyslexia friendly strategies ➤ External reports and EHCPs used more effectively to write pupil specific targets on plans ➤ Use graduated response documents to identify key areas of need early ➤ Teachers and Teaching assistants regularly access provision map to evaluate provisions, targets and read reports ➤ Interventions are identified early, are clearly timetabled and teacher directed ➤ SEND pupils all have access to a child friendly version of their targets	External reports and EHCP targets have not always been aligned to plan targets coherently. A large portion of pupils are on SEND register for cognition and learning More than a third of our PP pupils are also on the SEND register.	1
Targeted pupils develop strategies to prioritise their own Mental health and well being ➤ Use ELSA, Be U Swindon and TPAT mental health & Behaviour services to support targeted pupils ➤ Identification and implementation of Early Help conversations, planning and regular support ➤ Quality signposting to mental health services ➤ Children's Mental health week activities ➤ Training from local authority on Trauma informed strategies	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.	2

Wider strategies

Budgeted cost: £8,100

- Whole class music tuition for one year group (Clarinets)
- Individual music tuition
- Trips and swimming subsidy
- Clubs subsidy
- Milk
- Release time for HT/Attendance lead to attend support meetings

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils to receive other academic opportunities ➤ Individual music tuition for drums, clarinet, violin and guitars offered to PP pupils free of charge ➤ Whole class music tuition from expert music teachers (Music Cooperative) in year 6 (clarinet)	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 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	2
To subsidise the costs of Educational Visits and other welfare provision for PP pupils ➤ Subsidised cost for PP pupils to attend educational trips ➤ School milk provided for all PP pupils ➤ Before/After school child care provision as identified according to individual need	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 ensure no pupil misses out on these opportunities. Supporting our vulnerable pupils with additional nutrition at break and the opportunity to attend our Before/After school care means these pupils' families arrive at school and go home from school on time.	2
To provide greater opportunities for pupils to participate and succeed in extra-curricular and sporting activities ➤ Funding provided for PP pupils to increase attendance at after school clubs ➤ Fund transport costs for PP pupils to attend swimming sessions ➤ Enhance the physical fitness of pupils through incentives and targets for the daily run	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 Improving physical fitness will also improve mental well being	2
Launch the TPAT pledge for enrichment opportunities ➤ Continue to track pupils' participation in the wider curriculum opportunities e.g. clubs, events, residentials, music, sports etc. ➤ Provide a range of enrichment activities within school through a series of 'Discovery Days' (Black History T1; International day T2; Art day T3; Science day T4; World Book day T4; Careers' T5 Environmental T6) ➤ Support vulnerable pupil groups to access a range of enrichment activities including residentials	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.	
Develop a curriculum for careers' related learning across the school ➤ Implement the new TPAT scheme of work for careers across all age groups ➤ Commit one PSHE lesson per term to explicit careers teaching ➤ Inviting speakers from a range of professions and work places into school ➤ Discovery day for Careers ➤ Use opportunities on school trips to ask leaders to explain their job role	We want to counteract the formation of stereotypes and unconscious bias around different careers. We want to open children's minds to what is possible and enable them to flourish in later life.	2
Improve the attendance of vulnerable pupils across the school ➤ Monitor attendance below 95%	We know that in order for pupils to maximise their learning they need access to quality first teaching in school regularly and on time.	3

➤ Contact with individual parents where attendance remains persistently below 90% ➤ Information to promote good attendance and school attendance figures shared in the school newsletter regularly ➤ Continue to discourage absence for holidays through letters and FP fines where proportionate ➤ Use the Early help process to support parents with good routines and removing barriers to good attendance ➤ Meet regularly with local authority for targeted attendance meetings and network meetings	Although PP attendance has improved over time, the gap between PP and non PP pupils attendance remains above 3%.	
Provide the resources required to access homework online ➤ Loan out devices where required	Pupils receive all homework via MS teams and therefore it is important that they are able to access this and submit for feedback each week	2

Total budgeted cost: £43,650

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 2023 to 2024 academic year.

Outcomes 2024	Pupil Premium	Non Pupil Premium	Whole Cohort
Early Years Good Level of Development (x2 PP pupils)	50%	76%	74%
Year 1 Phonics Screening check (x6 PP pupils)	50%	79%	73%
Year 4 MTC Check (x4 PP pupils)	19.5 Average score 25% Full marks	19.8 Average score 23% Full Marks	19.7 Average score 23% Full Marks
End of KS2 SATs Assessments: expected or above (x5 PP pupils)			
Reading	80%	73%	74%
Writing	60%	73%	71%
Maths	60%	62%	61%
SPAG	60%	85%	81%
Reading/Writing/Maths	60%	54%	55%

Individual case studies for PP pupils also show individual impact such as improved engagement in learning; improved attendance/punctuality; handing in homework on time; reduced behaviour incidents.

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

Service pupil premium funding

There were only 0 pupils in receipt of service pupil premium funding in 2023-24 (£0)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Additional activity

Our pupil premium strategy will be 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 and leadership opportunities

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.