

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

2022/23 Update and budget changes for 2021/22 are detailed in green

School overview

Detail	Data
School name	Bridgelea Primary School
Number of pupils in school	98 Places 104 Places
Proportion (%) of pupil premium eligible pupils	90%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	Sep 2022 (Annually) 11.11.22
Statement authorised by	Andrew Burton (EHT)
Pupil premium lead	Amy Robinson (AHT)
Governor / Trustee lead	Hannah Fitzpatrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	21/22-£77,975 (Actual £80,010) 22/23-£83,765
Recovery premium funding allocation this academic year	21/22-£20,300 (Actual £15,810) 22/23-£14,210
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	21/22-£98,275 (Actual £95,820) 22/23- £97,975

Part A: Pupil premium strategy plan

Statement of intent

Six Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

At Bridgelea we aim to enhance oral language skills, address SEMH concerns within our bespoke well-being offer, improve motor skills, increase basic numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure and ensure children have access to high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

At Bridgelea we believe that the children learn and develop at different ages and stages and this is reflected in our curriculum and nurturing approaches. Teaching and learning reflects how nurture underpins the curriculum and staff seek opportunities to work with children at their development stage. At Bridgelea we strive for pupils to fulfill their potential and want our children to have high aspirations for their future.

Through our curriculum, and effective targeting of PPG funding, we empower pupils, equipping them with the skills and emotional resilience to thrive in an uncertain world and protect and safeguard them from exploitation and unnecessary risk.

At Bridgelea we aspire to ensure harmony between a rigorous academic education on the one hand and outstanding wider personal development on the other. At Bridgelea we have a holistic approach to well-being across the school. We nurture high expectations of behaviour and value the importance of a well-planned curriculum to support the development of character and personal development, promoting good mental wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of the pupils are significantly affected by their SEND and home life.
2	<p>Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health. Children Social Emotional Mental Health is a barrier as children struggle to engage regulate and have the resilience to tolerate challenge in their academic work. Children have often had very negative experiences of education and come to Bridgelea with incredibly low self-esteem and a spiky profile of missed learning. Children with diagnosis of ADHD have low levels of concentration and have poor listening and attention skills.</p> <p>Children at Bridgelea often have undiagnosed Speech, Language and Communication Needs. Communication is a barrier to learning for our pupils and we recognize that all behaviour is communication. Trying to understand this behaviour and support our children to communicate and develop their underlying communication needs supports pupils to make progress. Often this has been the driver of their SEMH behaviours in mainstream. Once settled at Bridgelea their SLCN needs are apparent and are assessed by a Speech and Language Therapists. Staff are trained to support children to develop SLCN so that they can make progress both socially and academically.</p>
3	Limited life experiences and opportunities to join in enrichment opportunities due to their SEND. Many of our pupil premium children do not have the rich and varied experiences meaning knowledge of the world and vocabulary acquisition is limited.
4	Disadvantaged pupils have lower attendance due to low importance of school for some parents.
5	Parental engagement is difficult as no school gate and many parents have SEND.

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
Improved progress for PP in reading.	<ul style="list-style-type: none"> • Gap will close in progress made between PP and non PP. (Classroom Monitor & NGRT)
Improved progress for PP in writing.	<ul style="list-style-type: none"> • Gap will close in progress made between PP and non PP. (Classroom Monitor)
Improved progress for PP in maths.	<ul style="list-style-type: none"> • Gap will close in progress made between PP and non PP. (Classroom Monitor)
Pupils access a wide range of interventions to meet their SEND and SEMH needs, including speech and language.	<ul style="list-style-type: none"> • Gap will close in progress made between PP and non PP. (Classroom Monitor) • Gap will close on the Developmental Profile (Boxall Profile) • Speech and language (Intervention targets achieved. CPoms)
PP attendance increases.	<ul style="list-style-type: none"> • Attendance of identified PP pupils increases and the gap between PP and non PP narrows. (Attendance Tracker)
Pupils access a wide range of enrichment experiences both in and out of school.	<ul style="list-style-type: none"> • Pupil surveys reflect enjoyment in school and improved attitudes to learning (PASS). • Social skills, independence, perseverance and team work are developed. (Rainbow Curriculum) • Class Dojo & Website
Improved parental engagement	<ul style="list-style-type: none"> • Attendance at annual reviews increased. • Attendance at meetings increased. • Engagement with home/remote learning increased. • Parent voice reflects positive thoughts and feelings about the school.

Activity in 202/23 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: **£1,570**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none">• One Education writing Moderation Support £600• One Education English Curriculum Support £970	<ul style="list-style-type: none">• EEF Improving Literacy in KS2• EEF Improving Literacy in KS1• EEF Metacognition	1,2

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

Budgeted cost: £78,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Retreat delivers interventions to pupils identified as in need. (£105,284) Core budget & PPG Spend £36,143 Speech and language therapist supports SENCO & Retreat staff to plan and deliver and monitor speech interventions. Speech and language therapist (2 days a week) £31,000 	<p><u>EEF Social & Emotional Learning</u></p> <ul style="list-style-type: none"> 81% of children with SEMH have significant unidentified communication needs. 2/3 of pupils at risk of exclusion were found to have SLCN. “Barriers to communication which spark inappropriate behaviours should be removed.” RCSLT January 2019. Melanie Cross Feb 2019 paper consolidates this further and discusses that SEMH and SLCN are often co-current and the impact of training and interventions for staff by SLT. Both these studies show that having SLCN interventions positively impacts on the SEMH needs for children. Developing staff to communicate with this in mind to SEMH children, supports their development both academically and socially. Oral language interventions consistently show positive impact on learning. 	1,2
<ul style="list-style-type: none"> Academic Mentor £11,842 PPG spend and £17,764 School Led Tuition Funding. 	<p><u>EEF One to One Tuition</u></p>	1,2

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

Budgeted cost: £17,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> • Forest School: Pupils to access regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment. (£6,840) • Children to access regular, targeted opportunities to work with specialist individuals to promote an enriched curriculum offer. (£9,400) Artist • Additional Music £1,180 	<p><u>A review on the impact of Arts Education on cognitive and non cognitive skills.</u></p> <ul style="list-style-type: none"> • Learning is contextualised in concrete experiences and language rich environments. • Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. • EEF further states all children, especially those who are disadvantaged should have a culturally rich education. • Pupil surveys reflect greater enjoyment and engagement in school. • Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. 	1,3
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Total budgeted cost: £97,975

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Review of 2021-22

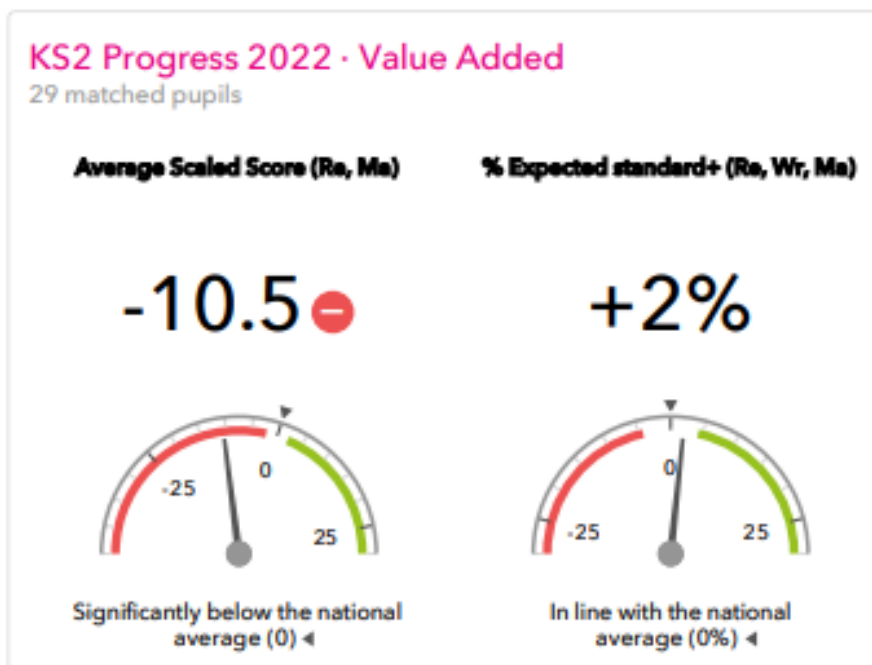
Review of reading, writing and maths progress

We have invested in a new phonics scheme, Little Wandle. All children at the Withington site and Longsight Ground floor have completed a phonics screening in order to assess who will benefit from direct teaching input. Staff completed training (6 hours) on Little Wandle delivery. Due to the high number of staff absence and recruitment, this will be repeated for those not in work at the time in the Autumn term 2022.

One Education have delivered writing moderation training (6 hours) looking at samples from EYFS-Y6 including improving teacher knowledge of the Pre Key Stage standards. This supported teachers to have an improved understanding of the teacher assessment writing framework and promoted high quality discussions amongst staff- this was effective CPD. Following this, staff reflected on the writing in their own class to make suitable judgements. Progress throughout the year in writing is not clear as staff amended judgements following the training.

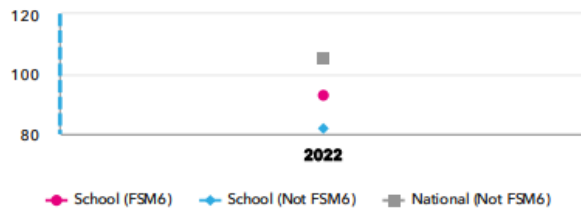
Children's attainment is often below the national average however progress is in line with the national average. PP children outperformed non PP however, there are very few non PP children therefore this must be considered when making comparisons.

There is a clear focus for the academic year 2022-23 to create a consistent approach to teaching Maths and English at Bridgelea.



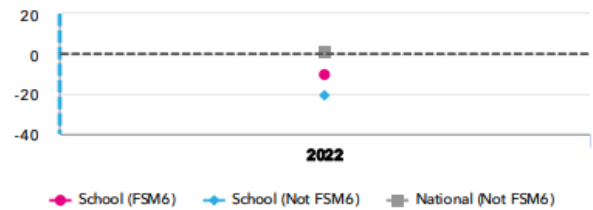
KS2 attainment for disadvantaged pupils 2022

Average Scaled Score (Re, Ma)



KS2 progress for disadvantaged pupils 2022

Average Scaled Score (Re, Ma)



Improved parental engagement

Attendance at annual reviews both in person or on the phone improved- there was only 1 family who did not attend. Annual reviews were done through a hybrid of phone calls and face to face. This was mainly due to parent's personal choice and/or COVID numbers in school at the time. Some parents would have to travel a long distance to attend, therefore a phone call was preferred. We collected parent voice in the Summer term. Parent voice was limited to 11 families responding however, the responses were positive. Parents voiced that they would like to be more involved in school life and decisions. We have organised a parent working group following the feedback from the families. In addition, home learning was suggested by families and therefore this is an area for development for 2022-23.

Pupils access a wide range of interventions to meet their SEND and SEMH needs, including speech and language.

Last academic year, our retreat staff were often covering in classes due to a high staff absence rate. We therefore used the national tutoring programme and an academic mentor to deliver phonics interventions in KS1 and Maths interventions in KS2. Children were assessed using Boxall Profile. The outcomes are below.

	Organisation of Experience	Internalisation of Control
Working Below 50%	Autumn : 7 Spring : 4 Summer : 2	Autumn : 12 Spring : 6 Summer : 8
Working Between 50-70%	Autumn : 27 Spring : 30 Summer : 34	Autumn : 38 Spring : 37 Summer : 49
Working towards ARE 70-89%	Autumn : 39 Spring : 33 Summer : 33	Autumn : 27 Spring : 36 Summer : 27
Working at 90% plus	Autumn : 20 Spring : 21 Summer : 26	Autumn : 6 Spring : 9 Summer : 15

Speech and Language -23 PPG children accessed intervention programmes in Retreat or one to one with SALT. Most of these completed, some to continue Autumn term 2022.

PP attendance increases

1st September 2021- 31st August 2022

Pupil attendance for pupil premium children was higher than non-pupil premium children.

	Pupils in group	Attendance	Authorised Absence	Unauthorised Absence
Pupil Premium	58	86.98%	6.07%	6.96%
Non-Pupil Premium	52	81.58%	5.11%	13.32%

Pupils access a wide range of enrichment experiences both in and out of school.

Children accessed forest school throughout the academic year, swimming, were taught by an artist each half term and accessed direct music teaching from One Education's music teacher half termly.

In addition to this, all classes visited Aerozone at Manchester Airport as part of our career development. The Aerozone offers a range of tailored interactive experiences and activities, linked to the curriculum, providing a blend of reality, learning and fun. Students have the opportunity to

immerse themselves in our hands-on, realistic role-play work zones and explore a variety of careers on offer in the dynamic world of aviation and beyond.

Classes also went to the theatre to watch a pantomime and the cinema to watch a film. This provided children with a wonderful experience to access the arts as many of our children had not visited the theatre or the cinema before.

Our school runs a holiday club for children in October, February and May half term in addition to the summer holidays to support families during the weeks. This is hosted at Bridgelea and is planned to give children experiences including pumpkin picking at Halloween.