

Bridgelea Primary School 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.

School overview

Detail	Data
School name	Bridgelea Primary School (PRU)
Number of pupils in school	74 on role, (98 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)
Statement authorised by	Andrew Burton (EHT)
Pupil premium lead	Amy Robinson (AHT)
Governor / Trustee lead	Steven Worthington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,975 (Jan 2020 census) <i>*This will increase when we get a budget statement linked to Jan 2021 census</i>
Recovery premium funding allocation this academic year	£20,300
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	£98,275

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 fulfil 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 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: **£ 3,058**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Assessment & Feedback CPD • Accredited Elklan CPD (£2,000) • Oracy and metacognition are high priority on school development plan and CPD plan. • Ensure all relevant staff (including new staff) have received training to deliver the Little Wandle phonics scheme effectively and to include new phonic books to send home/ share in class. (£1,058) • Federation wide role introduced focusing on partnership development across the City of Manchester Partnership (COMLP) with one key role being the development of CPD. 	<ul style="list-style-type: none"> • Metacognition EEF • EEF Literacy KS1 & KS2 • EEF Assessment & Feedback • Thinking Matters • EEF Toolkit 	1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £86,297

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all pupils. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support. 	1,2
<ul style="list-style-type: none"> Purchase web-based programs to be used in school at home. Bug Club (Core budget) My Maths (Core budget) Purple Mash (Core budget) Active Learn (Core budget) 	<ul style="list-style-type: none"> EEF toolkit – parental engagement EEF guide to pupil premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. 	1,2,5
<ul style="list-style-type: none"> Data Analysis of the PASS/Boxall- this showed a direct correlation between staff perception (Boxall) and pupil perception (PASS). (Core budget) 	<ul style="list-style-type: none"> EEF – social and emotional learning 	1,2 4
<ul style="list-style-type: none"> Retreat delivers interventions to pupils identified as in need. (£134,232) (Core Budget & PPG Spend £51,527) Speech and language therapist supports SENCO & Retreat staff to plan and deliver and monitor speech interventions 	<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"> • Speech and language therapist (2 days a week) (£29,770) • Talk Boost 1 & 2 CPD & Resources (Core budget) 	<ul style="list-style-type: none"> • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. • EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. 	
<p>Introduction of a Tuition Partner in partnership with the National Tutoring Programme. (£5,000)</p>	<ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition • We are also hopeful to explore the option of a academic mentor. 	1,2

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

Budgeted cost: £26,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. (Core Budget) • Essential experiences built into wider curriculum (Core Budget) • Minibus to transport pupils across Manchester and beyond. (Core Budget) • Reduction in cost of trips for PP. (Sports Premium) • Residential trip cost is greatly reduced for PP. (Sports Premium) • Sports events promoted to PP are encouraged to 	<ul style="list-style-type: none"> • Learning is contextualised in concrete experiences and language rich environments. • Ofsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. • Pupil surveys reflect greater enjoyment and engagement in school. • Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data. • SHUE data • EEF – sports participation increases educational engagement and attainment. • EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. 	3

<p>attend. (Sports Premium)</p> <ul style="list-style-type: none"> Swimming costs reduced and all PP children able to access the offer. (Sports Premium) 		
<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. (£6,120) Children to access regular, targeted opportunities to work with specialist individuals to promote an enriched curriculum offer. (£7,800) 	<ul style="list-style-type: none"> <u>Overall, studies consistently show positive benefits on academic learning. On average, pupils who participate in adventure/outdoor/outdoor learning interventions make approximately four additional months' progress.</u> There is also evidence of an impact on non-cognitive outcomes such as self-confidence. EEF studies show that participation in arts may support children to engage in the future in alternative curriculums. 	3
<ul style="list-style-type: none"> Introduction of a Pastoral HLTA role January-July 2021 to explore the impact on persistent absence families. (£12,271) Delivery of attendance interventions. 	<ul style="list-style-type: none"> Attendance of identified PP pupils increases and the gap between PP and non PP narrows. Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. EEF toolkit – parental engagement 	4,5

Total budgeted cost: £115,546 (This is supplemented from the school's core budget)

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.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data.

- Self-awareness and self-regulation have improved, evident in a reduction in incidents requiring physical intervention by 28.9% (Both 2019/20 and 2020/21 have been impacted by Covid)
- 736 intervention sessions have been recorded on CPoms supporting a range of social and emotional needs.
- 28 children have benefitted from motor skill interventions in the academic year 2020-21 supporting improvements in fine and gross motor skills.
- 43 children have accessed support for their speech, language and communication needs.

Speech & Language Impact

- Staff Eklan trained: **9** Completed in Dec 2021 after Covid postponement, Talk Boost 2 (to Retreat staff and TA3) and Colourful semantics/narrative (to identified teaching staff).
- SALT Screens: **31**
- EHCP Assessment Reports: **2**
- Number of intervention programmes written and supported by SALT and delivered by Retreat: **33** (including TalkBoost/Soc Comm groups)
- SALT Interventions delivered by SALT: **7**
- Communication Profiles created to capture SALT Needs and supporting understanding of needs: **38**

Other Curriculum Development Speech & Language

- ✓ Created a play-based curriculum language baseline for KS1
- ✓ Meeting with Retreat staff - updates/feedback.
- ✓ Parent/staff advice - Class dojo
- ✓ Review and evaluation of the use of Colourful Semantics in class
- ✓ Introduction to teaching vocab (package delivered by AH to whole school)
- ✓ Supporting a SaLT Y3 student

New Group Reading Test

The mean standardized age score for the school is 86.7, meaning that the average reading ability is below the national average. Most students fall into the reading age equivalent band 6.11 or less. 31% of pupils made much higher or higher than expected progress compared to 25% of the national sample.

This shows progress captured on the NGRT in the last academic year. This takes data recorded in 2019/20 and compares this with data in 2020-21 for the same 44 children.

The table below shows the number of students in each progress category against the national distribution, between the start and finish points. The second table shows the mean SAS for each point of testing. The mean SAS difference is between the start and finish points.

Progress category	National	Group	
	%	%	No. of students
Much higher than expected progress	10%	27%	12
Higher than expected progress	15%	14%	6
Expected progress	50%	41%	18
Lower than expected progress	15%	5%	2
Much lower than expected progress	10%	14%	6

No. of students	Start point mean SAS	Finish point mean SAS	Mean SAS difference
44	84.3	90.9	+6.6

For

the same group of children this shows the reading ages across the sample of 44 children in the same period.

Analysis of group scores (by reading age equivalent band)

The table below shows the distribution of reading age equivalent bands for the group, for each point of testing.

	No. of students	Test point	Mean age (yrs:mths)	Percentage of students by reading age equivalent bands								
				6:11 or less	7:00-7:11	8:00-8:11	9:00-9:11	10:00-10:11	11:00-11:11	12:00-12:11	13:00-13:11	14:00+
All students	44	Start point	8:10	57%	14%	2%	20%	5%	0%	0%	0%	2%
		Finish point	10:04	32%	9%	14%	9%	5%	9%	9%	7%	7%
Males	36	Start point	8:09	58%	17%	3%	17%	3%	0%	0%	0%	3%
		Finish point	10:04	33%	8%	11%	11%	6%	8%	8%	8%	6%
Females	8	Start point	8:11	50%	0%	0%	38%	13%	0%	0%	0%	0%
		Finish point	10:06	25%	13%	25%	0%	0%	13%	13%	0%	13%

This shows progress captured on the NGRT in the last 2 academic years. This takes data recorded in 2018/19 and tracks children into the data in 2020-21 for 42 children here at those points. The finish point is July 2021.

The table below shows the number of students in each progress category against the national distribution, between the start and finish points. The second table shows the mean SAS for each point of testing. The mean SAS difference is between the start and finish points.

Progress category	National	Group	
	%	%	No. of students
Much higher than expected progress	10%	26%	11
Higher than expected progress	15%	14%	6
Expected progress	50%	40%	17
Lower than expected progress	15%	5%	2
Much lower than expected progress	10%	14%	6

No. of students	Start point mean SAS	Mid-point mean SAS	Finish point mean SAS	Mean SAS difference
42	84.6	88.3	91.1	+6.5

Social & Emotional Development

- Boxall data is monitored termly and CTs are supported to address strands from the developmental profile via termly meetings. This impacts on the diagnostic profile with a reduction in unsupported and undeveloped behaviours. In the developmental profile we track Organisation of Experience and Internalisation of Control. QFT focuses on A and B strands. If there is a significant deficit, then additional interventions are provided via the Retreat Team.
- The Boxall Profile is completed termly with analysis informing support for the following term. Analysis of the 2021 Summer Boxall and Summer Pass scores highlighted that where our children scored lowest on the Boxall Profile - 11 children, 8 of the children also were the lowest scoring on the PASS. This shows a direct collaboration between the staff and children's perception as learners as well as the child's development against their self-esteem. These children will now be our focus in our retreat interventions Autumn 2021.

Sep 2020-Jul 2021	Developmental Profile 2019-2020 Organisation of Experience 38 children (51%) Progress within band. 2020-2021 45 children (60%) progress within the band A. Gives purposeful attention B. Participates constructively. C. Connect up experiences D. Shows insightful involvement E. Engages cognitively with peers.	Developmental Profile 2019-2020 Internalisation of Control 35 Children (47%) Progress within band 2020-2021 42 children (56%) progress within the band F. Emotionally secure G. Is biddable and accepts constraints. H. Accommodates to others I. responds constructively to others. J. Maintains internalised stand- ards.
Working Below 50%	Aut: 13 (17%) Spr: 5 (6%) Sum: 2 (3%)	Aut: 17 (22%) Spr: 14 (19%) Sum:3 (2%)
Working Between 50-70%	Aut: 17 (22%) Spr: 26 (36%) Sum: 19 (26%)	Aut: 26 (36%) Spr: 17 (23%) Sum: 37 (50%)
Working towards ARE 70-89%	Aut: 35 (47%) Spr: 30 (42%) Sum: 41 (55%)	Aut: 27 (36%) Spr: 35 (48%) Sum: 27 (36%)
Working at 90% plus	Aut: 9 (12%) Spr: 11 (15%) Sum: 12 (16%)	Aut: 4 (5%) Spr: 6 (8%) Sum: 7 (9%)