

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	Bridport Primary School
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22, 2022/23 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Michaela Kite
Pupil premium lead	Flo Le Gassick
Governor / Trustee lead	Mike Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,630
Recovery premium funding allocation this academic year	£5945
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	£ 78575

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. According to research conducted by the EEF, common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- To continue to narrow the gap between disadvantaged children and their peers both in school and nationally
- Enable disadvantaged children to fulfil their potential, making sustained progress over their time at Primary school and give them the foundations to go on to gain GCSEs in English, Maths and Science in their Secondary education

How we will achieve this

- Focus on high quality teaching by investing in professional development and providing opportunities for staff to work collaboratively both in school and across the trust to improve outcomes for PP children.
- 1:1 support and interventions for children who require it
- Small group interventions run by trained support staff
- Transition programme from Year 6 into Year 7 (including enhanced transition visits as necessary)
- Provide financial support with opportunities including trips, visits, swimming and learning a musical instrument

- Ensure that disadvantaged children are given opportunities to take part in events where they represent the school
- Provide extra classroom support to enable small group work to happen during whole class teaching
- Provide SEMH support from Family Support Worker for children and families who need it
- Support families where attendance is an issue through monitoring, discussion and involvement of relevant external support as necessary

This is not an exhaustive list and will be adapted to fit the needs of our children as appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment at the end of KS2 is lower than the national average
2	Phonics, language and communication skills lower at EYFS and KS1 for disadvantaged pupils than their peers
3	Reduced opportunities for disadvantaged pupils to take part in extracurricular activities
4	Attendance and punctuality difficulties
5	Social and emotional difficulties

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
Progress in reading	Achieve results inline or above national average in KS2 Reading (0)
Progress in writing	Achieve results inline or above national average in KS2 Writing (0)
Progress in maths	Achieve results inline or above national average in KS2 Maths (0) Pupils eligible for PP make as much or more progress than their peers. Measured in Y5/6 assessments across the year.
Improve the number of children meeting the CLL areas of the EYFSP, closing the gap with their peers. Improve phonics outcomes at the end of year 1 and be in line with the national average (81%)	Disadvantaged children will pass the Year 1 phonics check in line with the national average Children who start behind their peers make rapid progress to catch up, supported by targeted interventions. Measured in assessments throughout the year.

<p>Improve attendance so that PP children's attendance is in line with national/non-PP children</p>	<p>Continue reducing current absence of PP students so that it is in line with non-PP children (Nov 21: YTD 92% whole school, 93% national, 87% PP, 91% national PP) Build on attendance of PP cohort for 2018-19 which was 95.3% Attendance during Covid restrictions still needs to be monitored.</p>
<p>Ensure PP children across the school improve their social, communication and language skills which in turn will improve resilience and continue to address social, emotional and behavioural issues using qualified staff</p>	<p>Improve social and communication skills through targeted interventions and whole school approaches Reduce behaviour incidents which impact on pupil learning</p>

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: £25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop pupils' literacy skills to improvement attainment in reading and writing	Focused work on developing children's vocabulary will enhance their attainment in writing. Talk for Writing is a proven approach that raises attainment in literacy. Explicit teaching of mathematical vocabulary will enhance attainment in reasoning when children are asked to explain their own ideas with clarity and precision.	1,2
Staff CPD – time given for quality staff professional development	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Jurassic Maths Hub, Minerva Learning Trust and are beginning our work with the Cornerstones English Hub to support the implementation of a new phonics scheme. Talk4Reading training Jan 2022 Weekly phonics meetings for KS1 teachers and TLAs with phonics lead	1,2,3,4, 5

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

Budgeted cost: 40, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led interventions – Pre-teach, 1:1 reading, small group teaching, phonics interventions	EEF toolkit suggests small group interventions, especially those involving metacognition and self-regulation enable learners to support each other. Supporting children to be active and influential participants in mathematics lessons through effective use of assigning competence and pre-teaching Consistent teaching of synthetic phonics is recommended in the Ofsted publication 'Bold Beginnings' (2017) and it is recognised that reading is at the heart of the most successful classrooms.	1,2,4
Teaching Assistant led interventions including 1:1 reading, speech and language, talk	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be addi-	1,2,4, 5

boost, First Class programmes	tional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.	
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to clubs, extra-curricular activities, roles and opportunities	Outcomes for children who are able to take part in extracurricular clubs and activities including the 'arts' are improved (EEF report on Arts participation). Can also support children to re-engage in their learning and improve well-being, feel valued and play an active part in school life. Children are fed and prepared for the day through breakfast club.	1,2,3,4, 5
Financial support for trips and visits	Learning outside the classroom is a key part of school life and a pupil's financial background should not be a barrier to this. All trips and visits are linked to the curriculum and play an important part in their schooling.	1,2,3,4
Music lessons	Every child has the right to learn to play an instrument. We use the Dorset Music Service to ensure that all children are given this opportunity.	1,2,3,4

Total budgeted cost: £80 000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

In KS2, there were 13 PP children: (Teacher assessment)

Targets from the last strategy statement were largely hampered by the national lockdown which happened in Spring 2021 and the restrictions which were in place throughout the year. Internal tracking continues to focus on ensuring that disadvantaged children make progress in the core areas of the curriculum. Whilst it was not reported last year, patterns in attendance are also being monitored and support offered as appropriate (phone calls, school nurse support, Early Help etc.). Many of the actions on last year's plan have been reviewed and carried across to this year.

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
Times Table Rockstars	TTRS
Every Child Counts interventions (Success@Arithmetic number sense and calculation)	Edge Hill University