



BREDBURY GREEN PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY

2022-23

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM. This Statement outlines how Pupil Premium funding is used to support these pupils in receipt of the PPG and has an evaluation on how this grant was spent in the previous year.

Autumn 2022

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
6.10.2019	1	2018/2019 strategy evaluated and 2019-2020 strategy developed.	A.Davies and S. Goodall
07.10.2020	2	2019/20 strategy evaluated and 2020-21 strategy developed.	A.Davies and S. Goodall
14.10.2021	3	2020/21 strategy evaluated and 2021-22 strategy developed	S. Gomersall
10.10.2022	4	2021/22 strategy evaluated and 2022-23 strategy developed	H. Moorcroft

Head of School

Helen Moorcroft

Date: 10th October 2022

Governor

E Masder-Edwards

Date: 10th October 2022

Pupil Premium 2022-2023

Pupil premium is additional funding received by schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Findings show that children who are eligible for pupil premium funding generally have lower educational attainment than their peers.

Pupil Premium funding (PPG) is available for any pupil who:

- currently, or at any point in the last six years, has been [eligible for free school meals \(FSM\)](#);
- were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). Known as post-LAC. currently, or at any point in the last six years, have had a parent who served in the armed forces.

The level of PPG for 2022-2023 is £1,385 per child from Reception to Year 6 and £2,410 for LAC (Looked after children) and previously LAC (adopted from care, or under a special guardianship order, a child arrangements order or a residence order). This money is spent to improve the educational attainment of these children, thus improving their life chances. In addition to this, there is a £145 top up as part of the Recovery Premium Funding for 2022-23.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Accountability

The Headteacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact.

How has Bredbury Green’s Pupil Premium Grant been spent 2021-22 and what impact has there been?

1. Summary Information for 2021-2022	
Total number of pupils on roll (July 2022)	275 Whole School 235 (Reception to Year 6) 40 (Nursery)
Total number of pupils eligible for Pupil Premium Grant	93 (39%)
Total amount of Pupil Premium Grant received	£125,085 and £13,485
Total amount of pupils eligible for Early Year Pupil Premium	8
Total amount of Early Years Pupil Premium received	£10760

2. 2021-2022 Attainment Data		
	<i>Pupils eligible for PP (your school)</i>	<i>National results for PP</i>
% Achieving GLD (4 pupils)	75%	

% KS1 Expected Standard + READING	75%	
% KS1 Expected Standard + WRITING	63%	
% KS1 Expected Standard + MATHS	69%	
% KS2 Expected Standard + READING	79%	
% KS2 Expected Standard + WRITING	70%	
% KS2 Expected Standard + MATHS	79%	
% KS2 Expected Standard + RWM	63%	
% KS2 Expected Standard + RWM (Greater Depth)	11%	

3. Barriers to future attainment (for pupils eligible for PP) %	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional wellbeing which can hinder children's progress
B.	Academic progress due to starting points.
C.	Collaborative and communication skills, including confidence.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance :

PP 2021-22

1st September 2021 – 22nd July 2022

FSM6			All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FSM6	85	School	88.8%	86.2%	89.1%	89.8%	89.2%	87.8%	88.5%
		FFT National	90.5%	89.7%	90.5%	90.7%	90.8%	90.6%	90.6%
		Difference	-1.7%	-3.5%	-1.4%	-0.9%	-1.5%	-2.8%	-2.1%
Not FSM6			All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Not FSM6	122	School	92.6%	91.2%	90.6%	92.1%	93.4%	93.9%	93.5%
		FFT National	93.7%	93.2%	93.8%	93.9%	93.9%	93.8%	93.7%
		Difference	-1.1%	-2.0%	-3.1%	-1.9%	-0.6%	+0.1%	-0.1%

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success Criteria
A	In line with the school priorities, children in receipt of the PPG will meet or exceed national expectations.	<p>Gap between PP and Non-PP children will be identified in each year group and closed.</p> <p>Children who receive the PPG will meet or exceed national averages for PP at key assessment milestones.</p>
B.	Children to engage with metacognition throughout the curriculum in order for them to plan, monitor and evaluate their learning which will result in them being more motivated to engage and improve their learning experiences.	<p>Metacognition strategies will be visible on lesson plans, in observations and in discussion with children.</p> <p>An increase in children reaching Greater Depth will provide evidence of metacognition working.</p>
C.	Ensure that the children who are persistently disadvantaged are monitored as a group to ensure that progress is made for them to achieve their potential.	Assessment data for PP will be analysed at standards reviews and interventions implemented.

Academic Year	2021-22																
1. Academic Support																	
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/Cost	When will you review implementation?												
<p>To raise the attainment of pupil premium at GDS across the school.</p> <p>For children to plan, monitor and evaluate their learning in order to develop into life long learners.</p>	<p>Internal CPD</p> <p>Staff plan opportunities and implement in practice</p> <p>SSE Audits to monitor</p>	<p>Staff have the opportunity to think about all the elements of meta-cognition that we want to see in learners at BG and then develop further strategies to develop meta-cognition e.g. think aloud bubbles, monitoring and evaluation questions in the plenary box of planning, a clear indication of modelling, guided practice and reflection on planning.</p>	<p>Monitor data at termly Standards Reviews to ensure more PP children are achieving at GDS.</p> <p>July 2022 data for GDS – Y6</p> <table border="1"> <tr> <td></td> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <td>Cohort GDS</td> <td>31</td> <td>42</td> <td>21</td> </tr> <tr> <td>PP GDS</td> <td>16</td> <td>25</td> <td>11</td> </tr> </table> <p>During SSE processes e.g. English audit evidence of strategies will be monitored and reported on.</p> <p>On planning and in lessons, see SSE reports</p>		R	W	M	Cohort GDS	31	42	21	PP GDS	16	25	11	<p>SLT and All teachers</p> <p>£300</p>	<p>Termly in Standards Reviews</p> <p>See SSE schedule</p>
	R	W	M														
Cohort GDS	31	42	21														
PP GDS	16	25	11														
<p>To narrow the gap between writing and maths/reading outcomes for PP children.</p>	<p>CPD sessions for staff to have clarity on cycle of teaching for English and implement strategies to support the development of writing</p>	<p>Specific strategies used to teach writing e.g. Share writing, think aloud, WAGOLL, WABOLL, WABOLL to WAGOLL, scaffolding, working walls. Scaffolding and following the cycle of English will expose all learners to developed language and texts, as well as grammatical skill, where they may not have seen it before – especially those who are persistently disadvantaged and</p>	<p>Monitor data at termly Standards Reviews to ensure PP children are achieving outcomes in line with their non-disadvantaged peers across subjects.</p> <p>During SSE processes e.g. English audit evidence of strategies will be monitored and reported on.</p> <p>July 2022 review – Y6</p> <table border="1"> <tr> <td>EXS</td> <td>GDS</td> </tr> </table>	EXS	GDS	<p>English Team</p> <p>£900</p>	<p>Termly in Standards Reviews</p> <p>See SSE schedule</p>										
EXS	GDS																

		whom are lacking in cultural capital. By following this cycle, children in receipt of PP will be at less of a disadvantage as they will have continued, higher level exposure to a higher standard of text.	Writing 70 25 Reading 79 16 Maths 79 11		
				Total Budgeted cost	£1200.00

2. Targeted Support in Social and Emotional Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
With additional intervention PP children will have made progress in line with their peers.	Engage with National Tutor Programme. Teacher hired to support academic improvement in core subjects throughout school.	Initiative offered by government as disadvantaged children were more adversely affected by the global pandemic and will need additional support in response. Higher levels of impact should be seen with targeted, specialized intervention and support for those who require it. Regular, consistent monitoring of the process will ensure that all children who attend these interventions are doing so to benefit their academic progress and outcomes.	Class teachers to engage with tutor to ensure progress of children within groups and provide specific concepts that need to be targeted. Monitor groups that are targeted across each key stage and review the cohort and progress that has been made.	Academic Mentor: S. Petzoldt £19,000 Phase Leaders	Termly standards reviews
Targeted PP pupils will have made accelerated progress with	Introduce School-Led tutoring so pupils will have one to one or small	Evidence by the EEF shows that small group tuition has good impact data (4months+ to children not receiving this intervention). This is due to the	Baseline assessment tasks and these will be repeated after the sessions.	Offered to HLTA/Cover	Termly reviews with impact data.

<p>additional support in one to one or small group tuition.</p>	<p>group tuition to close specific gaps in learning.</p>	<p>personalized nature of working in such small groups and the specific, targeted and personalised feedback received by the child.</p>	<p>Test scores for school led tutoring:</p> <table border="1" data-bbox="1323 185 1659 403"> <thead> <tr> <th>English</th> <th>Autumn</th> <th>Spring</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>TD</td> <td>22</td> <td>42</td> <td>20</td> </tr> <tr> <td>AF</td> <td>16</td> <td>33</td> <td>17</td> </tr> <tr> <td>MB</td> <td>4</td> <td>14</td> <td>10</td> </tr> <tr> <td>DMB</td> <td>16</td> <td>29</td> <td>13</td> </tr> <tr> <td>RB</td> <td>30</td> <td>35</td> <td>5</td> </tr> <tr> <td>JF</td> <td>11</td> <td>32</td> <td>21</td> </tr> <tr> <td>BW</td> <td>5</td> <td>A</td> <td>U</td> </tr> </tbody> </table> <table border="1" data-bbox="1317 459 1666 632"> <thead> <tr> <th>Maths</th> <th>Autumn</th> <th>Spring</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>JF</td> <td>16</td> <td>27</td> <td>11</td> </tr> <tr> <td>GM</td> <td>12</td> <td>24</td> <td>12</td> </tr> <tr> <td>KE</td> <td>16</td> <td>25</td> <td>9</td> </tr> <tr> <td>BW</td> <td>5</td> <td>A</td> <td>U</td> </tr> <tr> <td>AF</td> <td>5</td> <td>18</td> <td>13</td> </tr> </tbody> </table>	English	Autumn	Spring	Diff	TD	22	42	20	AF	16	33	17	MB	4	14	10	DMB	16	29	13	RB	30	35	5	JF	11	32	21	BW	5	A	U	Maths	Autumn	Spring	Diff	JF	16	27	11	GM	12	24	12	KE	16	25	9	BW	5	A	U	AF	5	18	13	<p>Supervisors in Spring term</p> <p>£13,485</p>	
English	Autumn	Spring	Diff																																																										
TD	22	42	20																																																										
AF	16	33	17																																																										
MB	4	14	10																																																										
DMB	16	29	13																																																										
RB	30	35	5																																																										
JF	11	32	21																																																										
BW	5	A	U																																																										
Maths	Autumn	Spring	Diff																																																										
JF	16	27	11																																																										
GM	12	24	12																																																										
KE	16	25	9																																																										
BW	5	A	U																																																										
AF	5	18	13																																																										
<p>PP pupils receive earlier screening resulting in implementation of strategies to meet need or if necessary evidence to support EHCP application.</p>	<p>An additional Educational Psychologist will provide additional visits to the 6 we have from Stockport buy-in.</p>	<p>A high % of the children on the waiting list for this service are Pupil Premium. The additional sessions will ensure that Pupil Premium children are assessed much sooner than without this intervention, leading to earlier intervention and support being provided for these pupils.</p>	<p>The Inclusion Lead to ensure to EPs recommendations are being implemented by teacher to support children's learning and attainment.</p> <p>Arranged by Operational Lead for ELT: Kait Baxter completed in Spring and Summer terms</p>	<p>Class teachers</p> <p>AD to oversee</p> <p>Buy-in £1,485 Extra 1 day per term £1,800</p>	<p>Reviewed throughout the year at planned reviews.</p>																																																								
<p>PP pupils to make increased progress to be measured against their initial assessments.</p>	<p>Speech and Language Therapy buy back.</p> <p>Programme of intervention sessions to meet SALT needs.</p> <p>Talking Mats resources to be implemented starting in KS1 and lower KS2.</p>	<p>There is a high level of need. This has been identified at early years entry and baseline. By addressing this need earlier in the child's school career, speech and language will become less of a barrier to their learning and progress over time.</p>	<p>When monitoring review takes place Inclusion Lead to discuss impact and progress with SALT.</p> <p>Children to be identified at Standards review and intervention groups established.</p> <p>CE and FL have completed training, need to disseminate to staff.</p>	<p>Class teachers</p> <p>AD to oversee</p> <p>SALT £397 per half term x6 = £2,382 Resources £500</p>	<p>Monitoring visits by SALT</p>																																																								

All PP pupils regularly receive a daily meal at lunchtime.	Subsidise meals for PP pupils to ensure they have a hot meal in the middle of the day.	Families are even more vulnerable than usual due to Covid and we are being asked for more foodbank vouchers to ensure children have enough to eat.	This will be monitored by our Admin lead using the lunchshop system. Families accessing vouchers or FSM who are not PP (SJG) 9 Foodbank vouchers provided to parents during Autumn Term 2022 (no cost to school). Number of foodboxes (SJG) 17 food parcels delivered to children isolating during Spring Term 2022.	AS to oversee Teacher to order with pupils £27,919.76	Termly reports
				Total Budgeted Cost	£66,571.76

3. Extra-Curricular Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attendance rates for PP pupils to be in line with national averages	Pastoral Manager to implement Attendance Policy. Monitor attendance in line with policy and implement strategies to support families in increasing attendance at school.	Persistent absence (arriving late to school or having more absences) has detrimental effect on children's learning. This also impacts on children's social skills and their emotional wellbeing. With regular, accurate monitoring and clear communication with parents, attendance should become less of a barrier to educational progress and the well-being of the children.	Attendance reported to SLT and Academy Governing Body on a termly basis. Children that are persistently absent will be offered breakfast club to help with lateness/attendance. This will impact and support children's progress academically.	SG £29,577	Daily checks and fortnightly analysis of attendance patterns.

			<p>Case studies to be conducted to show impact of measures.</p> <p>3 children accessing BFC on PP PP 91.3% YTD PP<90% attendance 36 Children/50.70% of pupils who met absence threshold.</p>		
<p>Limit or remove barriers by involving appropriate outside agencies to support families.</p>	<p>Pastoral Manager to liaise with all the external agencies to ensure that families have the support they need.</p> <p>Leads TAC meetings and will involve other school staff when pertinent.</p> <p>Regular TAS meetings to be held with all agencies so appropriate support can be sought at the most appropriate time.</p> <p>Drop in sessions for parents to meet professionals to be held termly.</p>	<p>Historically families were reaching crisis, so many of our PP children were not receiving the support they needed as soon as they could. Develop role of pastoral manager to intervene and support families earlier to avoid escalation.</p>	<p>Children check ins and planned interventions are assessment by Southampton to show progress and impact of work.</p> <p>Good relationships with children and families from conversations and support overtime will show impact.</p> <p>One in Autumn and one in Summer term, all sessions booked with parents to come to drop in.</p> <p>Virtual in Spring as no parents booked on sessions. 3 families taken for SAP support.</p>	<p>SG</p> <p>Cost As above</p> <p>£200 refreshments/housekeeping</p>	<p>Check ins with specific children on a weekly basis</p> <p>Parent drop-ins to support families and link with external agencies</p> <p>Class teachers report on attendance at standards reviews and results of their actions</p>
<p>Enhance the curriculum offer by giving children access to outdoor provision in a less formal but safe setting.</p>	<p>To provide a Forest Lead for KS2 PP children for 1 day a week.</p> <p>To provide a Forest Lead for EY/KS1 PP children for 1 day a week.</p>	<p>Forest School can increase a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment. This motivation can have a positive impact on attitude to learning in school, as well as offering our children the chance to take their learning and</p>	<p>Observations of children to be taken by forest lead to show impact and progress.</p> <p>Formative assessment to be completed during or after sessions leading to summative judgements.</p> <p>PDHWP team to audit Forest School provision as part of SSE process</p>	<p>£172.50 per week (GFS) x39= £6727.50</p> <p>£150.00 per week (KH) x39= £5850.00</p> <p>CT or TA's</p> <p>PDHWP 2x2days £600</p>	<p>Review observations at the end of a term as well as summative judgements at Standards reviews.</p>

		development outdoors, catering to many different learning needs and styles.	Learning Amabassadors quotes from PSHE monitoring: "Children have a positive attitude to learning working and focusing on the task. They are pushing themselves to achieve their best." "They are asking Mr Fletcher-Shaw questions trying to learn as much as possible." (Feb 2022)		
Children will feel supported, nurtured and given opportunities to talk confidentially with a highly trained counsellor.	Provision of a Counsellor one day a week for six sessions and drop in during lunchtime.	High number of children needing support for issues such as; separation, bereavement, anger management and emotional wellbeing. By hiring a counsellor who will spend time building trust and relationships with the children, these issues will be addressed and barriers to learning will begin to be overcome. Additionally, useful strategies will be given to the children who need it, allowing them the opportunity to learn how to self-regulate.	Impact on a short term, medium term and long term basis would be monitored by the counsellor, Pastoral Manager and staff working with children daily. Since January 2022 5 children having 1-1 sessions every week. 3 children on the waiting list Drop in 54 slips over 5 weeks. Example: W/B 28.2.22 30 slips had been put in the post box since the week before.	SG, Counsellor and CT £222 per week x39= £8,658	Reviewed after each child/group or on need.
Children have the opportunity to discuss worries or concerns which may be affecting their mental health and wellbeing.	Drop in sessions once a week offered across key stage 2, then progressing to whole school.	Disadvantaged children were more affected by the global pandemic and need extra support systems in school. By holding regular drop ins with trusted members of staff, this allows children to be open and honest about any struggles they may have, allowing us to intervene earlier before the child hits crisis and education is adversely affected.	A record of how many children attended each will be will kept as evidence and anonymous case studies to be produced. Staff will monitor statements from the wellbeing jars.	MS and MR Resources £100	Review numbers half termly with SLT and monitor case studies.
A healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn.	Up to two terms of healthy free breakfast items e.g. NY bagels, from September 2021 to March 2022. After this, we will contribute 25% towards the supply and delivery of	Evidence supports why it is so important for children to have free access to a nutritious breakfast at the start of every schoolday.	Monitor take up of bagels across the school and rates of ordering so we can analyse if children are eating them.	SG and CTs £8.56 x39= £333.84 £4.60 x39= £179.40	Weekly by Pastoral Lead.

	breakfast food from April 2022 to July 2023.		60 bagels are on offer every day cut in half. All are eaten and any left children have at break time.		
PP children have access to extracurricular clubs to enhance their mental and physical health and well-being.	RC to coordinate extra-curricular provision across the school and draw up a menu across the year.	<p>Giving PP children the opportunity to experience an after school club with peers within their key stage.</p> <p>This will improve their physical development and impact positively on their health and wellbeing.</p>	<p>All PP children were given opportunity for all of the clubs. Where places are limited they were offered to these children first.</p> <p>Teachers/TA's to assess children's development and skills at the end of the block of lessons.</p> <p>Autumn Term 1 – 40 PP children attended after school clubs Autumn Term 2 – 37 PP children attended after school clubs Spring Term 1 – 37 PP children Attended after school clubs Spring Term 2 – 37 PP children Attended after school clubs Summer Term 1 – 37 PP children Attended after school clubs</p>	Teachers (£850) and TA's (£300)	Pastoral Lead to monitor take up each term and analyse numbers of PP children attending.
Pupil Premium children that have an interest in music and a desire to play an instrument will be able to access lessons.	To provide opportunity for an enriched curriculum through the payment of music lessons.	PP children have expressed an interest in music and a desire to play an instrument. Lack of funds within household budgets mean families cannot afford lessons; by offering this opportunity, PP children are able to pursue their interests in line with their non-disadvantaged peers.	<p>Report to be requested from the music teacher to monitor progress and the impact of the lessons.</p> <p>Reports received for 5 children from Front Row music.</p>	RC to coordinate £6.50 per lesson x39 = £253.50 (5 children £1267.50)	<p>Termly report from the music teacher to monitor progress.</p> <p>SG to request reports</p>

PP children to have access to enrichment experiences on offer.	To provide transport costs to enable children to access experiences e.g. MU foundation offers – Winter Wonderland, Leadership Development days at Old Trafford.	Disadvantaged children do not have the same family experiences that others have and school wishes to ensure that there is equity in experiences for all children.	RC to arrange and monitor experiences provided for PP children to ensure there is equality across the school.	RC and SG to coordinate and monitor £195 per trip x6 = £1,170	Report to SLT and photographs shared with families.
To ensure that no pupil is prevented from missing out on first hand experiences which are linked to the curriculum or the Year 6 residential trip.	Trip subsidy for Klingswood – Y6 residential.	Families were unable to fund the year 6 residential trip. This impacted on the children as they weren't able to share or take part in the experience with friends, discovering skills and talents they didn't know they had. By providing this opportunity, all children in Year 6 are able to enjoy the residential and the positive impact it has on our children.	All PP children will attend the Y6 residential in the summer term. 2 children deposit funded 1 child ¾, 1 child 1/4 funded 5 children 50% funded	SG to offer support to some targeted families. 50% of cost = £187.50 x 8pupils = £1,500	Report to SLT and photographs shared with families.
				Total Budgeted Cost	£57,313.24
				Total Budget for PPG	£125,085.00

The Headteacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact.

How is Bredbury Green’s Pupil Premium Grant going to be spent 2022-23?

1.Summary Information for 2022-2023	
Total number of pupils on roll (October 2022)	259 Whole School 225 (Reception to Year 6) 34 (Nursery)
Total number of pupils eligible for Pupil Premium Grant	99 (38%)
Total amount of Pupil Premium Grant received	£137,115 and £13,485
Total amount of pupils eligible for Early Year Pupil Premium	6
Total amount of Early Years Pupil Premium received	£8,310

2. 2022-2023 Attainment Data		
	<i>Pupils eligible for PP (your school)</i>	<i>National results for PP</i>
% Achieving GLD	%	

% KS1 Expected Standard + READING	%	
% KS1 Expected Standard + WRITING	%	
% KS1 Expected Standard + MATHS	%	
% KS2 Expected Standard + READING	%	
% KS2 Expected Standard + WRITING	%	
% KS2 Expected Standard + MATHS	%	
% KS2 Expected Standard + RWM	%	
% KS2 Expected Standard + RWM (Greater Depth)	%	

3. Barriers to future attainment (for pupils eligible for PP) %	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional wellbeing which can hinder children's progress
B.	Academic progress due to starting points.
C.	Collaborative and communication skills, including confidence.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance :

PP 2022-23		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success Criteria
A	In line with the school priorities, children in receipt of the PPG will meet or exceed national expectations.	<p>Gap between PP and Non-PP children will be identified in each year group and closed.</p> <p>Children who receive the PPG will meet or exceed national averages for PP at key assessment milestones.</p>
B.	Children to engage with metacognition throughout the curriculum in order for them to plan, monitor and evaluate their learning which will result in them being more motivated to engage and improve their learning experiences.	<p>Metacognition strategies will be visible on lesson plans, in observations and in discussion with children.</p> <p>An increase in children reaching Greater Depth will provide evidence of metacognition working.</p>
C.	Ensure that the children who are persistently disadvantaged are monitored as a group to ensure that progress is made for them to achieve their potential.	Assessment data for PP will be analysed at standards reviews and interventions implemented.

Expenditure					
Academic Year		2022-2023			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Academic Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To raise the attainment of pupil premium at GDS across the school.</p> <p>For children to plan, monitor and evaluate their learning in order to develop into lifelong learners.</p>	<p>EEF Project: Metacognition with Alex Park Research School</p> <p>Internal CPD</p> <p>Staff plan opportunities and implement in practice</p> <p>SSE Audits to monitor</p>	<p>Develop further strategies to develop meta-cognition e.g. think aloud bubbles, monitoring and evaluation questions in the plenary box of planning, a clear indication of modelling, guided practice and reflection on planning.</p>	<p>Monitor data at termly Standards Reviews to ensure more PP children are achieving at GDS.</p> <p>During SSE processes e.g. Wider Curriculum, English and Maths audit evidence of strategies will be monitored and reported on.</p>	<p>SLT and All teachers</p> <p>£300</p>	<p>Termly in Standards Reviews</p> <p>See SSE schedule</p>
<p>To narrow the gap:</p> <p>Writing at EXS and GDS at KS1 between PP children and non-PP children</p>	<p>CPD sessions for staff to have clarity on cycle of teaching for English and implement strategies to support the development of writing and evidencing writing at KS1 and for development of</p>	<p>Specific strategies used to help with especially those who are persistently disadvantaged and whom are lacking in cultural capital. By following this cycle, children in receipt of PP will be at less of a disadvantage as they will have continued, higher level exposure to a higher standard of text, this will impact</p>	<p>Monitor data at termly Standards Reviews to ensure PP children are achieving outcomes in line with their non-disadvantaged peers in areas identified.</p> <p>During SSE processes e.g. English audit evidence of strategies will be monitored and reported on.</p>	<p>English and Maths Team to lead CPD for staff</p> <p>£900</p>	<p>Termly in Standards Reviews</p> <p>See SSE schedule</p>

Maths at GDS at KS2 between PP children and non-PP children	reasoning and problem solving in mathematics at KS2.	on vocabulary used in writing and mathematics when reasoning.																																	
PP children will make same or better progress than non-PP children in core subjects.	Teacher to support Y3 cohort for core subjects to enable PP children to progress at same rate as non-PP children.	21 children out of 39 in Y3 are in receipt of PPG which equates to 54%. The class would benefit from further teaching support in the mornings to target PP children to ensure gap doesn't widen between PP and non-PP children.	<p>July 2022 data:</p> <table border="1"> <thead> <tr> <th></th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>83</td> <td>22</td> </tr> <tr> <td>Non PP</td> <td>82</td> <td>35</td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>72</td> <td>6</td> </tr> <tr> <td>Non PP</td> <td>75</td> <td>18</td> </tr> <tr> <td>Maths</td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>78</td> <td>17</td> </tr> <tr> <td>Non PP</td> <td>88</td> <td>29</td> </tr> </tbody> </table>		EXS	GDS	Reading			PP	83	22	Non PP	82	35	Writing			PP	72	6	Non PP	75	18	Maths			PP	78	17	Non PP	88	29	<p>ELT recruitment for teacher 0.5</p> <p>2 terms</p> <p>£11,283 per term at M4</p> <p>Total: £22,567</p>	Termly Standards Reviews to compare PP to non PP children.
	EXS	GDS																																	
Reading																																			
PP	83	22																																	
Non PP	82	35																																	
Writing																																			
PP	72	6																																	
Non PP	75	18																																	
Maths																																			
PP	78	17																																	
Non PP	88	29																																	
				Total Budgeted cost	£23,767																														
ii. Targeted support in Social and Emotional Support																																			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																														
Targeted PP pupils will have made accelerated progress with additional support in one to one or small group tuition.	Introduce School-Led tutoring so pupils will have one to one or small group tuition to close specific gaps in learning.	Evidence by the EEF shows that small group tuition has good impact data (4months+ to children not receiving this intervention). This is due to the personalized nature of working in such small groups and the specific, targeted and personalised feedback received by the child.	Baseline assessment tasks and these will be repeated after the sessions.	Offered to teachers, HLTA/Cover Supervisors £13,485	Termly reviews with impact data. Reported on census each term.																														

PP pupils receive earlier screening resulting in implementation of strategies to meet need or if necessary evidence to support EHCP application.	An additional Educational Psychologist will provide additional visits to the 6 we have from Stockport buy-in.	A high % of the children on the waiting list for this service are Pupil Premium. The additional sessions will ensure that Pupil Premium children are assessed much sooner than without this intervention, leading to earlier intervention and support being provided for these pupils.	The Inclusion Lead to ensure to EPs recommendations are being implemented by teacher to support children's learning and attainment. Arranged by Operational Lead for ELT: Kait Baxter completed in Spring and Summer terms.	Class teachers RS to oversee Buy-in £1,485 Extra 1 day per term £1,600	Reviewed throughout the year at planned reviews.
PP pupils to make increased progress to be measured against their initial assessments.	Speech and Language Therapy buy back. Programme of intervention sessions to meet SALT needs.	There is a high level of need. This has been identified at early years entry and baseline. By addressing this need earlier in the child's school career, speech and language will become less of a barrier to their learning and progress over time.	When monitoring review takes place Inclusion Lead to discuss impact and progress with SALT. Children to be identified at Standards review and intervention groups established.	Class teachers RS to oversee SALT £397 per half term x6 = £2,382 Resources £500	Monitoring visits by SALT
Children and families will feel supported, nurtured and given opportunities to talk confidentially with a highly trained counsellor.	Provision of a Counsellor one and a half days a week for sessions and drop in during lunchtime. Counsellor to run Parent workshops school funded 90 minute workshops for 30 parents.	High number of children and families needing support for issues such as; separation, bereavement, anger management and emotional wellbeing. By hiring a counsellor who will spend time building trust and relationships with the children/families, these issues will be addressed and barriers to learning will begin to be overcome. Additionally, useful strategies will be given to the children who need it, allowing them the opportunity to learn how to self-regulate.	Impact on a short term, medium term and long term basis would be monitored by the counsellor, Pastoral Manager and staff working with children daily.	SG, Counsellor and CT £5160.00 per term (1and1/2 day) x 3 = £15,480.00 £500 per workshop x 3 = £1500.00	Reviewed after each child/group or on need.
Increase attendance rates for PP pupils to be	Pastoral Manager to implement Attendance Policy.	Persistent absence (arriving late to school or having more absences) has detrimental effect on children's learning. This also impacts on children's social	Attendance reported to SLT and Academy Governing Body on a termly basis.	SG £30,984	Daily checks and fortnightly analysis of attendance patterns.

in line with national averages	Monitor attendance in line with policy and implement strategies to support families in increasing attendance at school.	skills and their emotional wellbeing. With regular, accurate monitoring and clear communication with parents, attendance should become less of a barrier to educational progress and the well-being of the children.	Children that are persistently absent will be offered breakfast club to help with lateness/attendance. This will impact and support children's progress academically. Case studies to be conducted to show impact of measures.		
Evacuee children to be supported in their integration into the Bredbury Green community.	To provide school logo sweatshirts or cardigans for 11 children so they feel part of the community. Support financially with funding experiences e.g. PTA Halloween disco, Mother's day Afternoon tea, Y6 residential etc.	Trauma that has been suffered by these families can have an adverse effect on emotional well-being. Wearing school uniform and attending school events like the other children will make sure they feel part of the school community.	Children feel safe, secure and happy at school. Feelings to be expressed via the interpreter and parents. Photos to be shared with parents on class dojo.	SG to oversee Uniforms £220.00 Events £3 x 11 £5 x 11 £5 x 11 £439 residential x 1 Total: £802	SG to acquire and distribute uniform.
				Total Budgeted Cost	£68,218
iii. Extra-curricular support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Limit or remove barriers by involving appropriate outside agencies to support families.</p>	<p>Pastoral Manager to liaise with all the external agencies to ensure that families have the support they need.</p> <p>Leads TAC meetings and will involve other school staff when pertinent.</p> <p>Regular TAS meetings to be held with all agencies so appropriate support can be sought at the most appropriate time.</p> <p>Drop in sessions for parents to meet professionals to be held termly.</p>	<p>Historically families were reaching crisis, so many of our PP children were not receiving the support they needed as soon as they could. Develop role of pastoral manager to intervene and support families earlier to avoid escalation.</p>	<p>Children check ins and planned interventions are assessment by Southampton to show progress and impact of work.</p> <p>Good relationships with children and families from conversations and support over time will show impact.</p>	<p>SG</p> <p>Cost As above</p> <p>£200 refreshments/housekeeping</p>	<p>Check ins with specific children on a weekly basis</p> <p>Parent drop-ins to support families and link with external agencies</p> <p>Class teachers report on attendance at standards reviews and results of their actions</p>
<p>Enhance the curriculum offer by giving children access to outdoor provision in a less formal but safe setting.</p>	<p>To provide a Forest Lead for KS2 PP children for 1 day a week.</p> <p>To provide a Forest Lead for EY/KS1 PP children for 1 day a week.</p> <p>To provide Forest lunchtime provision for</p>	<p>Forest School can increase a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment. This motivation can have a positive impact on attitude to learning in school, as well as offering our children the chance to take their learning and development outdoors, catering to many different learning needs and styles.</p> <p>This group of children need to be provided with a safe environment with our Forest and Pastoral Lead (trusted members of staff) where they can do</p>	<p>Observations of children to be taken by forest lead to show impact and progress.</p> <p>Formative assessment to be completed during or after sessions leading to summative judgements.</p> <p>PDHWP team to audit Forest School provision as part of SSE process.</p> <p>Observations of children by Pastoral Lead to show impact on emotional well-being for this group.</p>	<p>£180.00 per week (GFS) x39= £7020</p> <p>£160.00 per week (KH) x39= £6240</p> <p>CT or TA's</p> <p>PDHWP 2x2days £600</p> <p>£30.00 per week (GFS) x39= £1170.00</p>	<p>Review observations at the end of a term as well as summative judgements at Standards reviews.</p>

	a group of vulnerable pupils and Young Carers	activities whilst communicating between themselves and the adults around issues/concerns they may have.			
Children have the opportunity to discuss worries or concerns which may be affecting their mental health and wellbeing.	Drop in sessions once a week offered across key stage 2, then progressing to whole school.	Disadvantaged children were more affected by the global pandemic and need extra support systems in school. By holding regular drop ins with trusted members of staff, this allows children to be open and honest about any struggles they may have, allowing us to intervene earlier before the child hits crisis and education is adversely affected.	A record of how many children attended each will be kept as evidence and anonymous case studies to be produced. Staff will monitor statements from the wellbeing jars.	MS and MR Resources £200	Review numbers half termly with SLT and monitor case studies.
A healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn.	Up to two terms of healthy free breakfast items e.g. NY bagels, from September 2021 to March 2022. After this, we will contribute 25%.	Evidence supports why it is so important for children to have free access to a nutritious breakfast at the start of every schoolday.	Monitor take up of bagels across the school and rates of ordering so we can analyse if children are eating them.	SG and CTs £100.00 per month = £1,200.00	Weekly by Pastoral Lead.
Improve attendance and lateness of PP children by supporting them to access Breakfast Club	Offer Breakfast Club to targeted families to support with morning routines which will improve attendance and lateness.	Supporting parents with morning routines will ensure we have reduced attendance and lateness issues.	Monitor absence and lateness of PP children particularly the group that have accessed Breakfast Club.	£3 per day per child x 10 £5,850.00	Weekly by Pastoral Lead.
PP children have access to extra-curricular clubs to enhance their mental and physical health and well-being.	RC to coordinate extra-curricular provision across the school (TLR) and draw up a menu across the year.	Giving PP children the opportunity to experience an after school club with peers within their key stage. This will improve their physical development and impact positively on their health and wellbeing.	TLR to be given All PP children were given opportunity for all of the clubs. Where places are limited they were offered to these children first. Teachers/TA's to assess children's development and skills at the end of the block of lessons.	TLR RC £3017.00 Teachers (£850) and TA's (£300) Resources for clubs: £500.00	Pastoral Lead to monitor take up each term and analyse numbers of PP children attending.

Cared for children children have access to extra-curricular clubs to enhance their mental and physical health and well-being.	School to support financially attendance at extra-curricular clubs for Cared For children.	Giving CF children the opportunity to experience an after school club with peers within their key stage. This will improve their physical development and impact positively on their health and wellbeing.	Cared for children to be given priority access to all clubs, school to fund Sally's dance club and others they may want to attend	£3 per week per child x 3 (Sally dance) £351.00 Other clubs payment for staff: £50 per club x 6 £300.00	Pastoral Lead to monitor take up each term and analyse numbers of CF children attending.
Pupil Premium children that have an interest in music and a desire to play an instrument will be able to access lessons.	To provide opportunity for an enriched curriculum through the payment of music lessons.	PP children have expressed an interest in music and a desire to play an instrument. Lack of funds within household budgets mean families cannot afford lessons; by offering this opportunity, PP children are able to pursue their interests in line with their non-disadvantaged peers.	Report to be requested from the music teacher to monitor progress and the impact of the lessons.	RC to coordinate £7.00 per lesson x39 = £273.00 (5 children £1365.00)	Termly report from the music teacher to monitor progress. SG to request reports
PP children to have access to enrichment experiences on offer.	To provide transport costs to enable children to access experiences e.g. MU foundation offers – Winter Wonderland, Leadership Development days at Old Trafford.	Disadvantaged children do not have the same family experiences that others have and school wishes to ensure that there is equity in experiences for all children.	RC to arrange and monitor experiences provided for PP children to ensure there is equality across the school.	RC and SG to coordinate and monitor £195.00 per trip x6 = £1,170.00	Report to SLT and photographs shared with families.
To ensure that no pupil is prevented from missing out on first hand experiences which are linked to the curriculum or the Year 6 residential trip.	Trip subsidy for Klngswood – Y6 residential.	Families were unable to fund the year 6 residential trip. This impacted on the children as they weren't able to share or take part in the experience with friends, discovering skills and talents they didn't know they had. By providing this opportunity, all children in Year 6 are able	All PP children will attend the Y6 residential in the summer term.	SG to offer support to some targeted families. 50% of cost = £219.50 x 18	Report to SLT and photographs shared with families.

		to enjoy the residential and the positive impact it has on our children.		pupils = £3,951.00 100% x 8= £3512	
				Total Budgeted Cost	£37,796
				Grand Total	£129,781