



BREDBURY GREEN PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY

2023-24

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 2023

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
27.09.2023	1	Evaluated 2022-23 strategy and developed 2023-24 strategy	H. Moorcroft

Headteacher

Helen Moorcroft

Date: 27th September 2023

Governor

Wendy Holden

Date: 3rd October 2023

Pupil Premium 2023-2024

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 2023-2024 is £1,455 per child from Reception to Year 6 and £2,530 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 2023-24.

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 was Bredbury Green's Pupil Premium Grant spent in 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	70% (7 out of 10)	52%
% KS1 Expected Standard + READING	50% (3 out of 6)	54%
% KS1 Expected Standard + WRITING	50% (3 out of 6)	45%
% KS1 Expected Standard + MATHS	83% (5 out of 6)	56%

% KS2 Expected Standard + READING	67% (out of 18)	60%
% KS2 Expected Standard + WRITING	78%	58%
% KS2 Expected Standard + MATHS	78%	59%
% KS2 Expected Standard + RWM	67%	44%
% KS2 RWM (Greater Depth)	28%	3%

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.	<p>Attendance :</p> <p>PP 2022-23 Week by Week Autumn: 98.3%, 97.5%, 95.2%, 91.6%, 94.3%, 93.5%, 92.7%, 92.8%, 92.4%, 91.9%, 91.8%, 91.6%, 91.4%, 90.7%, 90.3% Spring: 90.0%, 90.0%, 89.8%, 90.0%, 90.0%, 89.9%, 89.9%, 89.9%, 90.0%, 90.0%, 90.0%, 90.1% Summer: 90.1%, 90.2%, 90.2%, 90.1%, 90.2%, 90.0%, 90.1%, 90.2%, 90.0%, 90.1%, 90.1%, 90.1%</p>

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>End of KS2: July 2023</p> <p>Reading Sch 39% Nat 17% Writing Sch 28% Nat 7% Maths Sch 44% Nat 13% RWM Sch 28% Nat 3%</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>Maths at GDS at KS2 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 reasoning and problem solving in mathematics at KS2.</p>	<p>Specific strategies used to help with children 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 on vocabulary used in writing and mathematics when reasoning.</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>End of KS2: July 2023 Writing Pupil Premium 78%, Cohort 78% Maths GDS Pupil Premium 44%, Cohort 46% End of KS1: July 2023 Writing Pupil Premium 50%, Cohort 71% Reception: July 2023 Writing Pupil Premium 70%, Cohort 65%</p> <p>During SSE processes e.g. English audit evidence of strategies will be monitored and reported on.</p> <p>Across all classes, planning and resources are strong, with a wide variety</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>

			of high quality activities. This results in all children accessing the work and producing pieces of writing in line with NC expectations or above.' (English Audit, March 2023)		
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.	Year 3: July 2023 Reading Pupil Premium 67%, Cohort 79% Writing Pupil Premium 46%, Cohort 61% Maths Pupil Premium 67%, Cohort 79% Good progress has been made, this will need to continue next academic year to support the PP children in this year group.	ELT recruitment for teacher 0.5 2 terms £11,283 per term at M4 Total: £22,567	Termly Standards Reviews to compare PP to non PP children.
				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. Of the eleven pupils in receipt of PP who attended Booster sessions in maths, 100% of children achieved EXS in maths, 55% of children achieved GDS in maths.	Offered to teachers, HLTA/Cover Supervisors £13,485	Termly reviews with impact data. Reported on census each term.

<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 RS to oversee Buy-in £1,485 Extra 1 day per term £1,600</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. Programme of intervention sessions to meet SALT needs.</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>Class teachers RS to oversee SALT £397 per half term x6 = £2,382 Resources £500</p>	<p>Monitoring visits by SALT</p>
<p>Children and families will feel supported, nurtured and given opportunities to talk confidentially with a highly trained counsellor.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>Total number of new pupils referred to counselling was 14</p> <p>Total number of sessions offered between Apr-July was 283</p> <p>Total number of slips added to the drop-in post box was 348</p> <p>Total number of drop-in sessions completed was 263</p>	<p>SG, Counsellor and CT £5160.00 per term (1and1/2 day) x 3 = £15,480.00 £500 per workshop x 3 = £1500.00</p>	<p>Reviewed after each child/group or on need.</p>

<p>Increase attendance rates for PP pupils to be in line with national averages</p>	<p>Pastoral Manager to implement Attendance Policy.</p> <p>Monitor attendance in line with policy and implement strategies to support families in increasing attendance at school.</p>	<p>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.</p>	<p>Attendance reported to SLT and Academy Governing Body on a termly basis.</p> <p>Children that are persistently absent will be offered breakfast club to help with lateness/attendance. This will impact and support children's progress academically.</p> <p>We have 5 children who were offered breakfast club.</p> <p>2 children that attended breakfast club had improved individual attendance.</p>	<p>SG</p> <p>£30,984</p>	<p>Daily checks and fortnightly analysis of attendance patterns.</p> <p>Case studies to be conducted to show impact of measures</p>
<p>Evacuee children to be supported in their integration into the Bredbury Green community.</p>	<p>To provide school logo sweatshirts or cardigans for 11 children so they feel part of the community.</p> <p>Support financially with funding experiences e.g. PTA Halloween disco, Mother's day Afternoon tea, Y6 residential etc.</p>	<p>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.</p>	<p>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.</p> <p>Sweatshirts and cardigans bought from Bonny Bouncer. PTA events such as disco were funded by school. Y6 pupil attended residential in July.</p>	<p>SG to oversee</p> <p>Uniforms £220.00</p> <p>Events £3 x 11 £5 x 11 £5 x 11</p> <p>£439 residential x 1</p> <p>Total: £802</p>	<p>SG to acquire and distribute uniform.</p>
				<p>Total Budgeted Cost</p>	<p>£68,218</p>

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?
Limit or remove barriers by involving appropriate outside agencies to support families.	<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>	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>Children check ins and planned interventions are assessed using the Southampton assessment 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>6 pastoral parent drop ins over the school year.</p> <p>21 parents attended in total, very positive feedback from parents and professionals.</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>
Enhance the curriculum offer by giving children access to outdoor provision in a less formal but safe setting.	<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>	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,	<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>PDHWB team to audit Forest School provision as part of SSE process.</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>PDHWB</p>	Review observations at the end of a term as well as summative judgements at Standards reviews.

	To provide Forest lunchtime provision for a group of vulnerable pupils and Young Carers	<p>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 activities whilst communicating between themselves and the adults around issues/concerns they may have.</p>	<p>All children accessed Forest school from Nursery to Y6 in 22-23. Feedback from children was very positive and many links were made to wider curriculum subjects being taught in class. DT skills were developed particularly with the use of tools and this can be evidenced in DT outcomes.</p> <p>Observations of children by Pastoral Lead to show impact on emotional well-being for this group.</p>	<p>2x2days £600</p> <p>£30.00 per week (GFS) x39= £1170.00</p>	
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.	<p>A record of how many children attended each will be kept as evidence and anonymous case studies to be produced.</p> <p>Staff will monitor statements from the wellbeing jars.</p> <p>Drop in sessions offered by counsellor provided a higher take up (see figures above) so we did not use wellbeing jars.</p>	<p>MS and MR</p> <p>Resources £200</p>	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.	<p>Monitor take up of bagels across the school and rates of ordering so we can analyse if children are eating them.</p> <p>60 bagels cut into half are on offer every morning for the children. If any bagels left they are eaten at break time.</p> <p>Cereal is also ordered through the bagel scheme and is available for children attending breakfast club.</p>	<p>SG and CTs</p> <p>£100.00 per month = £1,200.00</p>	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. Summer term 1: PP figures Cricket – 14 children, Homework – 21 children, Choir – 9 children, Football – 9 children, Athletics – 7 children Summer term 2: PP figures Typing – 8 children, Cricket – 5 children, Homework – 14 children, Choir – 5 children, Athletics – 4 children, Astronomy – 10 children, Football – 9 children	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 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 School funded one child looked after to attend dance full school year Autumn Tern 1 – all children look after took up one club per week Autumn term 2 – one looked after child took up a club Spring term - all children look after took up one club per week	£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.

			Summer term - all children look after took up at one club per week		
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. School fund 2 children looked after to take part in music lessons during the school day.	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. Funding given for 11 evacuee children for 2 trips this year, 6 PP children funded for two trips.	RC and SG to coordinate and monitor £195.00 per trip x6 = £1,170.00	Report to SLT and photographs shared with families.

<p>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.</p>	<p>Trip subsidy for Kingswood – Y6 residential.</p>	<p>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.</p>	<p>All PP children will attend the Y6 residential in the summer term.</p> <p>Y6 PP funding for residential £200 x 5 pupils £100 x 3 pupils £150 x 1 pupils £439 x 5 pupils £292.50 x 1 pupils Also funding outdoor clothing for children: £1,200</p>	<p>SG to offer support to some targeted families.</p> <p>50% of cost = £219.50 x 18 pupils = £3,951.00</p> <p>100% x 8= £3512</p>	<p>Report to SLT and photographs shared with families.</p>
				<p>Total Budgeted Cost</p>	<p>£37,796</p>
				<p>Total</p>	<p>£129,781</p>

How is Bredbury Green's Pupil Premium Grant going to be spent 2023-24?

1. Summary Information for 2023-2024	
Total number of pupils on roll (October 2023)	245 Whole School 206 (Reception to Year 6) 34 (Nursery)
Total number of pupils eligible for Pupil Premium Grant	110 (45%)
Total amount of Pupil Premium Grant received	£141,135 (Pupil premium) and £14,210 (Recovery premium)
Total amount of pupils eligible for Early Year Pupil Premium	13
Total amount of Early Years Pupil Premium received	£1385 per child

2. 2023-2024 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) %	
<i>In-school barriers (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.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance :
4. Desired outcomes (Desired outcomes and how they will be measured)	
Success Criteria	

A	In line with the school priorities, children in receipt of the PPG will meet or exceed national expectations.	Gap between PP and Non-PP children will be identified in each year group and closed. Children who receive the PPG will meet or exceed national averages for PP at key assessment milestones.
B.	Promote the extensive personal development of all pupils through the curriculum and through experiences and opportunities	Development of health and well-being strategy including a Mental Health policy and a review of the Positive Relationships policy
C.	Ensure all pupils at Bredbury Green benefit from the full curriculum and that any barriers to this are removed or reduced	Pupils study the full curriculum and barriers such as poor attendance, poor punctuality and economic disadvantage are reduced

Expenditure					
Academic Year		2023-2024			
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					
iv. 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: Vocabulary acquisition project 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 ensure PP children are achieving their potential e.g. implementation of Rosenshine's principles of instruction</p> <p>Assessment blueprint to be used to ensure children know and remember more</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: Reading at EXS at KS2 between PP pupils and all pupils 2023 data: EXS All 78% EXS PP 68%</p> <p>Maths at EXS at KS2 between PP pupils and all pupils 2023 data: EXS All 89% EXS PP 78%</p>	<p>CPD sessions for staff to have clarity on cycle of teaching for English and implement strategies to support the development of reading and reasoning and problem solving in mathematics at KS2.</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</p> <p>KS2 Mastering Number programme to be implemented this academic year and this will impact children's number sense and ability to calculate mentally.</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 and maths 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>
<p>PP children will make same or better progress than non-PP children in core subjects.</p>	<p>Teacher to support Y4 cohort for all subjects to enable PP children to progress at same rate as non-PP children.</p>	<p>24 children out of 38 in Y4 are in receipt of PPG which equates to 63%. The class would benefit from further teaching support to target PP children to ensure gap doesn't widen between PP and non-PP children.</p>	<p>Monitor in Standards reviews focusing on PP children against National PP and against cohort data</p>	<p>PM back after sickness absence to teach in Y4 for 2 terms</p> <p>£13,778 per term at M6</p> <p>Total: £27,556</p>	<p>Termly Standards Reviews to compare PP to cohort data</p>

				Total Budgeted cost	£28,756
v. 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 £14,210	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 Educational Psychologist will provide visits (No Stockport buy-in this year due to lack of Ed Psychs, except EY)	A high % of the children on the waiting list for this service are Pupil Premium. The 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 source EP and ensure the EPs recommendations are being implemented by teacher to support children's learning and attainment.	RS to oversee £500 per day for casework, plus £100 planning time Class teachers Extra 1 day per term £1,600	Reviewed throughout the year at planned reviews.

<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>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>Class teachers</p> <p>RS to oversee</p> <p>SALT £397 per half term x6 = £2,382</p> <p>Resources £500</p>	<p>Monitoring visits by SALT</p>
<p>Children and families will feel supported, nurtured and given opportunities to talk confidentially with a highly trained counsellor.</p>	<p>Provision of a Counsellor one and a half days a week for sessions and drop in during lunchtime.</p> <p>Counsellor to run Parent workshops school funded 90 minute workshops for 30 parents.</p>	<p>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.</p>	<p>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.</p>	<p>SG, Counsellor and CT</p> <p>2 days of counselling</p> <p>Autumn £6346</p> <p>Spring £6346</p> <p>Summer £6346 = £19,038</p> <p>£500 per workshop x 3 = £1500.00</p>	<p>Reviewed after each child/group or on need.</p>
<p>Increase attendance rates for PP pupils to be in line with national averages</p>	<p>Pastoral Manager to implement Attendance Policy.</p> <p>Monitor attendance in line with policy and implement strategies to support families in increasing attendance at school.</p>	<p>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.</p>	<p>Attendance reported to SLT and Academy Governing Body on a termly basis.</p> <p>Children that are persistently absent will be offered breakfast club to help with lateness/attendance. This will impact and support children's progress academically.</p> <p>Case studies to be conducted to show impact of measures.</p>	<p>SG</p> <p>£32,533</p>	<p>Daily checks and fortnightly analysis of attendance patterns.</p>

Evacuee and asylum seeking children to be supported in their integration into the Bredbury Green community.	To provide school logo sweatshirts or cardigans for 18 children so they feel part of the community. (Some funding from Home Office for other uniform items and shoes) Support financially with funding experiences e.g. PTA Halloween disco, Xmas fair, 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 £600.00 Events £3.50 x 18=63 £5 x 18=90 £5 x 18=90 £439 residential x 3=1317 Total: £2160	SG to acquire and distribute uniform.
				Total Budgeted Cost	£73,923
vi. 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 assessed by the Southampton assessment 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>PDHWB and STU (DT curriculum) 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>£190.00 per week (GFS) x39= £7410</p> <p>£160.00 per week (KH) x39= £6240</p> <p>CT or TA's</p> <p>PDHWB 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.			
A healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn.	New York bagels to be offered for breakfast to all classes from Nursery to Y6. School contribute 25% of the cost.	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 £120.00 per month = £1,440.00	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 approve 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.	£4.00 per day per child x 10 £7,600	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 £3214.00 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 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 6 (Sally dance) £702.00 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.	SJG 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 – Chill Factore, 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.	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 Kingswood – Y6 residential and other trips in other year groups.	Families were unable to fund the year 6 residential trip and other trips. 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 and other trips in different year groups at points during the year.	SG to offer support to some targeted families. Y6 Residential 50% of cost = £219.50 x 18 pupils = £3,951.00 100% x 8= £3512 Other: £12,142	Report to SLT and photographs shared with families.
				Total Budgeted Cost	£52,666

				Grand Total	£155,345
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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.