



BREDBURY GREEN PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY

2024-25

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 2024

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
18.11.2024	1	Evaluated 2023-24 strategy and developed 2024-25 strategy	H. Moorcroft
21.10.2025	1.1	Evaluated 2024-25 strategy	H. Moorcroft

Headteacher

Helen Moorcroft

Date: 11.11.24

Governor

Wendy Holden

Date: 15.11.24

Pupil Premium 2024-2025

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.

PP grant is allocated to academies based on the number of pupils in year groups reception to year 11, who are:

- recorded as eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6)
- previously looked-after children (PLAC): pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). This includes children adopted from state care or equivalent from outside England and Wales

The level of PPG for 2024-2025 is £1,480 per child from Reception to Year 6 and £2,570 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.

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 2023-24?

1.Summary Information for 2023-2024	
Total number of pupils on roll (October 2023)	225 Whole School
Total number of pupils eligible for Pupil Premium Grant	97 (43.1%)
Total amount of Pupil Premium Grant received	£141,135

2. 2023-2024 Attainment Data		
	<i>Pupils eligible for PP (your school)</i>	<i>National results for PP</i>
% Achieving GLD	60% (3 out of 5)	52.1%
% KS1 Expected Standard + READING	87.5% (7 out of 8)	58.4%
% KS1 Expected Standard + WRITING	75% (6 out of 8)	48.1%
% KS1 Expected Standard + MATHS	87.5% (7 out of 8)	59%
% KS2 Expected Standard + READING	92.3% (12 out of 13)	62.9%
% KS2 Expected Standard + WRITING	84.6% (11 out of 13)	58.9%
% KS2 Expected Standard + MATHS	84.6% (11 out of 13)	59.4%

% KS2 Expected Standard + RWM	76.9% (10 out of 13)	45.9%
% KS2 RWM (Greater Depth)	38.5% (5 out of 13)	3.1%

3. Barriers to future attainment (for pupils eligible for PP) %		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
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 (issues which also require action outside school, such as low attendance rates)		
D.	<div>Attendance :</div> <div>PP 2023-24 Week by Week</div> <div>Autumn: 97.5%, 94.5%, 94.8%, 93.8%, 93.4%, 92.3%, 91.5%, 91.3%, 91.0%, 90.8%, 90.3%, 90.2%, 90.0%, 90.0%,89.5%</div> <div>Spring: 89.6%, 89.5%, 89.4%, 89.4%, 89.3%, 89.5%, 89.6%, 89.8%, 90.1%, 90.2%, 90.4%</div> <div>Summer: 90.6%, 90.7%, 90.8%, 90.9%, 90.9%, 90.9%, 91.0%, 90.9%, 90.9%, 91.0%, 91.2%, 91.3%, 91.9%</div>	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success Criteria
A	<div>Ensure progress in all areas of the curriculum is measured accurately for all pupils (including PP) in all subjects</div> <div>B. Develop an assessment blueprint for reviewing wider curriculum subjects which ensures teachers know that pupils achieve well in all foundation subject disciplines</div>	<div>Gap between PP and Non-PP children will be identified in each year group and closed</div> <div>Children who receive the PPG will meet or exceed national averages for PP at key assessment milestones</div>

B.	<p>Ensure all pupils at Bredbury Green benefit from the full curriculum and that any barriers to this are removed or reduced</p> <p>A. Pupils study the full curriculum and barriers such as poor attendance, poor punctuality and economic disadvantage are reduced</p> <p>B. Review and implement the Reading Strategy across the school including the new Phonics scheme to ensure pupils can access the full curriculum offer</p>	<p>Attendance data for PP children will be in line or high than national figures for PP children</p> <p>An increase in PP children passing the phonics screening in Y1 and PP children across year groups are in line with non-PP children</p>
C.	<p>Promote the extensive personal development of all pupils through the curriculum and through experiences and opportunities</p> <p>A. Development of health and well-being strategy including a Mental Health policy and a review of the Positive Relationships policy</p>	<p>Children in receipt of PP benefit from experiences and opportunities to promote positive relationships and mental health</p>

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					
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: 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>Y2 Summer data shows 50% of PP children achieved the GDS compared to 26.1% of non-PP children in reading</p> <p>Y6 Summer data shows 53.8% of PP children achieved the GDS compared to 58.8% of non-PP children in reading</p> <p>Y2 data shows PP children were achieving above non-PP. In Y6 PP children were in line with non-PP</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>Y6 Summer data shows 92.3% of PP children achieved EXS or above compared to 94.1% of non-PP children in reading</p> <p>KS2 Maths Summer Data: Year 3 PP children EXS 80% GDS 40% Year 4 PP children EXS 79% GDS 32% Year 5 PP children EXS 71% GDS 12%</p> <p>Y6 reading data at EXS+ was in line for PP children. KS2 data for maths is also mostly in line except Y5 GDS</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>Termly Standards Reviews to compare PP to cohort data</p> <p>Y4 Summer data for PP children: Reading EXS 79% GDS 32% Writing EXS 63% GDS 21% Maths EXS 79% GDS 32% SPAG EXS 74% GDS 26%</p>

				Total: £27,556	
				Total Budgeted cost	£28,756
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 £14,210	Of the eight pupils in receipt of PP who attended Booster sessions in maths, 100% of children achieved EXS in RWM. Above, progress in key areas for these children has been identified. 63% of children achieved GDS in reading. 50% of children achieved GDS in SPAG. 25% of children achieved GDS in Maths.
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. No EP's available except for EY. Helen Barr has done screenings/assessments for EY. TA CPD has been completed such as Memory Magic (Executive functioning), Speech Language Link and Precision Teaching to make up the deficit.

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 We now have link SALT worker who works with identified children on a weekly basis. SLCN screener can now be provided for teachers.
Children and families will feel supported, nurtured and given opportunities to talk confidentially with a highly trained counsellor.	Provision of a Counsellor two 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 2 days of counselling Autumn £6346 Spring £6346 Summer £6346 = £19,038 £500 per workshop x 3 = £1500.00	Impact reports provided by Turn The Page for each term with quantitative and qualitative data Autumn Term: New clients referred 9 Total number of sessions including drop-in sessions 201 Spring Term: New clients referred 4 Total number of sessions including drop-in sessions 212 Summer Term: New clients referred 13 Total number of sessions including drop-in sessions 625
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. Case studies to be conducted to show impact of measures.	SG £32,533	Daily checks and fortnightly analysis of attendance patterns. Autumn Term PP attendance 89.8% Spring Term PP attendance 90.6% Summer Term PP attendance 91.7% Attendance showing a steady improvement term on term for PP children. Walking Bus began in summer and targeted some of our PP families who fell in the persistence absence group

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. Uniforms were bought for asylum seeker children. Money was spent, no money from Home Office was given. Tickets for the discos were provided by school and funding for the Y6 residential.
				Total Budgeted Cost	£73,923
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 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>TAS meeting were held each term with agencies. These were all fully booked by our families.</p> <p>Autumn Term: 20 children in TAC process (12 families)</p> <p>Spring Term: 19 children in TAC process (13 families)</p> <p>Summer Term: 15 children in TAC process (9 families)</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> <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</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 and STU (DT curriculum) team to audit Forest School provision as part of SSE process.</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>PDHWP 2x2days £600</p>	<p>Review observations at the end of a term as well as summative judgements at Standards reviews.</p> <p>Each class had Forest School for half a term. Lessons focused around Design Technology skills needed to cover the NC content.</p>

	a group of vulnerable pupils and Young Carers	members of staff) where they can do activities whilst communicating between themselves and the adults around issues/concerns they may have.	Observations of children by Pastoral Lead to show impact on emotional well-being for this group.	£30.00 per week (GFS) x39= £1170.00	Extra sessions were provided for PP children across year groups. This provided them with a safe space to talk to trusted adults.
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. All bagels are eaten every morning, reports sent to the National Breakfast Programme.
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 and LAC children have attended breakfast club this academic year.
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. Summer term 2, numbers of PP pupils who attended clubs: Typing 8, Multi-Sports 18, Homework 17, Choir 4, Rob sports 9, Book Club 4
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	Pastoral Lead to monitor take up each term and analyse numbers of CF children attending. All 6 children attended Sally's dance club on Mondays after school.

				club x 6 =£300.00	
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.	SG to coordinate £7.00 per lesson x39 = £273.00 (5 children £1365.00)	Termly report from the music teacher to monitor progress. Reports were sent through on the 5 children we have supported with guitar/ukulele lessons this term.
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. Santa Dash (14 th Dec), Leadership day, Eco-reds (3 rd Nov), Football tournaments at the Cliff (24 th Jan), National Sports week (17-23 June), Red Day (11 th July)
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. 5 families were supported financially last year only so cost of coach and leavers hoodies was added to costings to enable PP children to have these.

				Total Budgeted Cost	£52,666
				Total	£155,345

How is Bredbury Green's Pupil Premium Grant going to be spent 2024-25?

1.Summary Information for 2024-2025	
Total number of pupils on roll (October 2024)	220 Whole School 194 (Reception to Year 6) 26 (Nursery)
Total number of pupils eligible for Pupil Premium Grant	99 (45%)
Total amount of Pupil Premium Grant received	£143,624 (Pupil premium)

2. 2024-2025 Attainment Data		
	<i>Pupils eligible for PP (your school)</i>	<i>National results for PP</i>
% Achieving GLD	67%	51%

% KS1 Expected Standard + READING	60%	59%
% KS1 Expected Standard + WRITING	60%	50%
% KS1 Expected Standard + MATHS	70%	60%
% KS2 Expected Standard + READING	67%	63%
% KS2 Expected Standard + WRITING	71%	60%
% KS2 Expected Standard + MATHS	67%	61%
% KS2 Expected Standard + RWM	67%	47%
% KS2 Expected Standard + RWM (Greater Depth)	26%	4%

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 : School attendance 93.7 for FSM, compared to national 92.4

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success Criteria/School priority
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.	Promote the extensive personal development of all pupils through the curriculum and through experiences and opportunities	Continue to offer a broad range of experiences and opportunities to promote the personal development of our pupils so that they are prepared, not only for their next stage in education, but life as adults in modern Britain.
C.	Ensure all pupils at Bredbury Green benefit from the full curriculum and that any barriers to this are removed or reduced	Improve attendance at Bredbury Green to ensure that the school improves from the highest 20% of schools for rate of absence and persistent absence. This will ensure that the barrier of poor attendance for pupils is removed or reduced.

Expenditure	
Academic Year	2024-25
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>Develop and implement the 6 A's and the assessment blueprint further</p> <p>Internal CPD to improve practice, particularly of ECT teachers (3)</p> <p>Success criteria to be adapted to ensure the first layer is based on prior learning</p> <p>SSE Audits to monitor</p>	<p>Develop further strategies to ensure PP children are achieving their potential e.g. implementation of 6 A's assessment principles across schools in the Trust, Rosenshine's principles of instruction</p> <p>Specific CPD opportunities offered to ECT's based on their needs on their development plans</p> <p>CPD on Success criteria to be completed in autumn so teachers can begin to implement</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>Peer review to be completed during moderation exercises in staff meetings</p> <p>During subject leader checks ensure assessment blueprint is being followed and can be evidenced in books</p>	<p>SLT and All teachers</p> <p>Release for leaders to plan training £1500</p>	<p>Termly in Standards Reviews</p> <p>End of year data 2025:</p> <p>Y6 GDS Reading Writing Ma</p> <p>Y5 GDS R 32 W 21 M 21</p> <p>Y4 GDS R 22 W 11 M 33</p> <p>Y3 GDS R 36 W 14 M 21</p> <p>Y2 GDS R 10 W 10 M 10</p> <p>Y1 GDS R 40 W 40 M 40</p> <p>In most year groups for RWM pupil premium children are achieving in line with peers. In some cases, they are exceeding peers.</p>
<p>To narrow the gap: LKS2 Reading at EXS and GDS between PP pupils and all pupils:</p> <p>Summer 2024</p> <p>Y3 GDS 31%</p> <p>Y3 PP GDS 20%</p> <p>Y4 EXS 88%</p> <p>Y4 PP EXS 79%</p> <p>Maths at KS2 between PP pupils and all pupils:</p> <p>Summer 2024</p> <p>Y3 EXS 91%, PP EXS 80%</p> <p>Y5 GDS 33%, PP GDS 12%</p> <p>Y6 EXS 90%, PP EXS 85%</p>	<p>Use FFT interventions such as Lightning squad to ensure gaps close or do not get any bigger</p> <p>Specific teaching of vocabulary in all lessons particularly Tier 2 following the CPD completed on the INSET day</p> <p>Maths hub programme to be delivered across 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 become fluent readers and increase their vocabulary understanding</p> <p>KS2 Mastering Number programme to continue 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>Complete year in sustaining mastery group with NW1</p> <p>TA's to complete mastery training</p> <p>£1350</p>	<p>Termly in Standards Reviews</p> <p>End of year data 2025:</p> <p>Y3 Reading Pupil premium: EXS 86 GDS 36</p> <p>Y3 Reading Cohort: EXS 74 GDS 29</p> <p>Y4 Reading Pupil premium: EXS 89 GDS 22</p> <p>Y4 Reading Cohort: EXS 86 GDS 32</p> <p>Y3 Maths Pupil premium: EXS 86 GDS 21</p> <p>Y3 Maths Cohort: EXS 77 GDS 26</p> <p>Y5 Maths Pupil premium: EXS 79 GDS 21</p>

PP children will make same or better progress than non-PP children in core subjects.	Teacher to support a group of Y5 and Y6 children to make a Y5/6 class. Small groups for Maths and English to enable PP children to progress at same rate as non-PP children.	19 children out of 36 in Y5 are in receipt of PPG which equates to 53%. 20 children out of 31 are in receipt of PPG which equates to 65%. The class would benefit from further teaching support to target PP children to ensure gap doesn't widen between PP and non-PP children.	Monitor in Standards reviews focusing on PP children against National PP and against cohort data	SG (Assistant HT) to teach in Y5/6 class in mornings for English and Maths Teacher £19,277 per term at L7 x3 TA salary part: £3852.72	Termly Standards Reviews to compare PP to cohort data
PP children will make same or better progress than non-PP children in core subjects.	Staff to support pupils in receipt of PPG with specific intervention for English and Maths, concepts to be planned by Y6 teacher	Booster classes after school for Y6 targeted children to take place in Autumn and Spring terms	Baseline tests to be completed and then mid term assessments in February and SATS scheduled for w/b 12 th May 2025	Offered to teachers, HLTA/Cover Supervisors £450 per member of staff for 24 hours x 6 members of staff = £2700	Y6 teacher to monitor and evidence progress in standards reviews See progress data
				Total Budgeted cost	£67,233.72
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?

Screening to be done by school staff using resources recommended by SENCO to help to assess pupils (replaces lack of EP SLA from Stockport)	Suggested strategies can be implemented as a result of screenings (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 screenings and ensure the recommendations are being implemented by teacher to support children's learning and attainment.	RS to oversee RS release time alongside teacher £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 so we have a SALT Link Worker. 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 Link worker. 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	Impact will be evidenced on SEND support plans. SENCo to monitor.
Children and families will feel supported, nurtured and given opportunities to talk confidentially with a highly trained counsellor.	Provision of a Counsellor two days a week for sessions and drop in during lunchtime.	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 2 days of counselling Autumn £6840 Spring £6021 Summer £6430 = £19,291	Impact termly report provided by the Counselling Service 'We feel this service has been a valuable resource in supporting children's mental health and well-being.' 'Having a counsellor able to pick up urgent support has been a huge benefit for us as well as the drop in box. I also feel the counsellors are flexible in terms of how we can all work together to best support the children.'
PP pupils to be supported with regulation by staff in school and strategies to	Many of the children discussed at the SEMH panel are PP.	SEMH panel to meet half termly to review pupils on register or who are emerging	Impact to be measured by SENCO strategically and to be monitored at a pupil level by Class Teachers.	Release time for SEMH panel EC, RS to meet: EC, RS, MS, Mr, SJG	Feedback to be shared with Class Teachers.

support this are developed so they can do so independently as they get older.	Menatl Health Lead (EC) and SENCo to lead panel.	concerns. Strategies are reviewed by the panel and further actions may be agreed.		£150 x 6 = £900 Resources for strategies e.g. Colour monster £500	Strategies to be evidenced on provision maps and these will be evaluated termly.
PP pupils who struggle to emotionally regulate are supported during times of crisis by well qualified and trained staff.	Team teach (Level 2) training to be completed by staff who have regular contact with these pupils.	De-escalation strategies and strategies to use when pupils are in crisis to keep them safe are taught to the staff by a trained Teach Teach instructor.	Physical interventions are recorded on CPOMS and monitored by SLT and these are also reported to the Academy Governing Board on a termly basis.	Team Teach Level 2 training x 6 delegates: £2188.80	SLT and DSL are alerted to CPOMS incidents re: physical interventions. These are then reviewed together.
Increase attendance rates for PP pupils to be in line with national averages. Ensure families receive pastoral support from Pastoral Lead but also are signposted to external agencies where necessary.	Pastoral Manager to implement Attendance Policy. Monitor attendance in line with policy and implement strategies to support families in increasing attendance at school e.g. walking bus, home visits, SAM meetings, EWO support meetings, pastoral drop-ins etc.	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 are targeted for Walking Bus intervention. Some 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.	Full Time Pastoral Lead who has responsibility for attendance: Half salary £18,969	Daily checks and fortnightly analysis of attendance patterns. 2024-25 Attendance data: FSM BGPS 92.3 National 92.1
				Total Budgeted Cost	£46,330
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?
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 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>2024-25 Attendance data: FSM BGPS 92.3 National 92.1</p>
Enhance the curriculum offer by giving children access to outdoor provision in a less formal but safe setting.	To provide a Forest Lead for KS1 and KS2 PP children for 1 day a week.	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>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 and STU (DT curriculum) team to audit Forest School provision as part of SSE process.</p>	<p>£200.00 per week (GFS) x39= £7800</p> <p>Subject leaders to be released: PDHWP/STU 2 x 2 days £600</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	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.	Observations of children by Pastoral Lead to show impact on emotional well-being for this group.		
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 £44.92 per month = £404.28	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 5= £5,460	Weekly by Pastoral Lead.
PP children have access to extra-curricular clubs to enhance their mental and physical health and well-being.	SJG and admin team to coordinate extra-curricular provision across the school 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.	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.	Tchers £50 per club and TA's overtime offered Teachers £850 and TA's £300 Resources for clubs: £500.00 Total: £1650	Pastoral Lead to monitor take up each term and analyse numbers of PP children attending. Also reported to AGB termly.
Looked after 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 4 (Sally dance) £154 per month = £1386 Other clubs payment for	Pastoral Lead to monitor take up each term and analyse numbers of LAC attending.

				staff: £50 per club =£100.00	
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. Music therapy to be provided for PP children in enhanced provision and Nursery resource base.	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 x 3 children £819.00 Autumn: £585 Spring: £558 Summer: £529 =£1672	Termly report from the music teacher to monitor progress.
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 £150.00 per minibus or taxi trips x 6 = £900 £275.00 per coach trips x 4 = £1100	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 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. Y6 Residential 50% of cost = £219.50 x 10 pupils = £2195 100% x 4 = £1700 Coach: £450 Hoodies: £600	Report to SLT and photographs shared with families.

				Total Budgeted Cost	£27,036.28
				Grand Total	£140,600

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.