

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Bridge & Patricbourne CEP School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	2.7
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	April 2022
Statement authorised by	James Tibbles, Headteacher
Pupil premium lead	Michael Taylor, Deputy Headteacher
Governor lead	Catharine Hellman, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,235
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,235

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Despite the relatively low number of disadvantaged pupils in our care, high-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will also benefit non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils make the progress that they should. To ensure these are effective we will:

- ensure disadvantaged pupils are both able to access the work they are set and are appropriately challenged
- provide appropriate interventions at an early point to support progress and attainment in the core subjects of Reading, Writing and Mathematics
- ensure a whole-school approach where disadvantaged pupils' are able to experience a wide range of extra-curricular activities and high quality curriculum experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. In the last academic year 50% of our key stage 1 and key stage 2 disadvantaged pupils were internally assessed as meeting the expected standard in Mathematics compared to 84% of non-disadvantaged pupils.
2	Internal and external (where available) assessments indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. In the last academic year 60% of our key stage 1 and key stage 2 disadvantaged pupils were internally assessed as meeting the expected standard in Writing compared to 83% of non-disadvantaged pupils.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers throughout Key Stage 1 and Key Stage 2.
5	Post pandemic observations, discussions and monitoring has shown that disadvantaged pupils have lacked extracurricular opportunities and experiences.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved writing attainment among disadvantaged pupils.	Key Stage 2 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard. This target is consistent with internal data.
Improved reading attainment among disadvantaged pupils.	100% of disadvantaged pupils pass the Year 1 phonics screening check. KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved mathematics attainment for disadvantaged pupils.	Key Stage 2 mathematics outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected

	standard. This target is consistent with internal data.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident through specialist teacher assessment and when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations</li> <li>· an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8735

Activity	Evidence that supports this approach <a href="#">EEF Toolkit</a>	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct	1, 2, 3, 4
Professional development on evidence-based approaches (The Write Stuff)	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting.	2
Embed Little Wandle to secure stronger phonics teaching for all pupils extending the program across the school as	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	4

each cohort progresses.		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time. Staff training and resources to embed key elements the NCETM three year Mastery of Maths in school and to access Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p>	1

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

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist teacher to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Use of specialist teacher to develop other members of staff.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Training provided to ensure consistency of practice across the school (Little Wandle &amp; Soundwrite).</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	4
<p>Engaging with the National Tutoring Programme to provide a blend of tuition,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils</p>	1, 2, 3, 4

mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	or those falling behind, both one-to-one and in small groups.	
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £2000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
All disadvantaged pupils to be given the opportunity to engage in extracurricular activities. This opportunity will extend to support in financing residential trips in Year 5 and Year 6.	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

**Total budgeted cost: £17,235**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also recognise that the cohort sample was very small and this may have contributed to our external assessment targets.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

#### **Review of previous pupil premium strategy plan.**

Our data sample for showing the impact of the previous strategy plan is very small. For example the number of disadvantaged pupils in the school is less than 3% and we only

had one disadvantaged pupil in the final year of KS2 in the 2021-22 academic year. This has meant that the targets we previously set were challenging to achieve, especially considering the impact of COVID-19 on our disadvantaged pupils.

The previous Pupil Premium Strategy plan focused on three areas:

1. Improved reading attainment among disadvantaged pupils.
  2. Improved maths attainment for disadvantaged pupils at the end of KS2.
  3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
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1. Internal reading attainment across the school amongst disadvantaged pupils has dropped over the course the three years although the pre-pandemic data showed that the attainment had stayed the same.
  2. Internal mathematics attainment across the school amongst disadvantaged pupils has dropped over the course the three years although the pre-pandemic data showed that the number of pupils was improving.
  3. Wellbeing support has continued through the last three years although it was disrupted due to the COVID-19 pandemic. It continues to be a school focus.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Beanstalk	Beanstalk Readers

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A for 2021-22
What was the impact of that spending on service pupil premium eligible pupils?	N/A for 2021-22



## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

We also have put a robust evaluation framework in place for the duration of our three-year approach, including governor monitoring, and will adjust our plan over time to secure better outcomes for pupils.