

# 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 & Patrixbourne CEP School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	6.6%
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 2024
Date on which it will be reviewed	September 2025
Statement authorised by	James Tibbles, Executive Headteacher
Pupil premium lead	Michael Taylor, Head of School
Governor lead	Mark Hills, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,480
Recovery premium funding allocation this academic year	£0
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	£29,480

## Part A: Pupil premium strategy plan

### Statement of intent

Within our schools' strategic aims and Christian Values, 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. At the end of the last academic year 30% of our key stage 1 and key stage 2 disadvantaged pupils were internally assessed as meeting the expected standard in Mathematics compared to 83% 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 39% of our key stage 1 and key stage 2 disadvantaged pupils were internally assessed as meeting the expected standard in Writing compared to 71% 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 not 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 not consistent with internal data.
Improved oral language skills and	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident through specialist teacher assessment and other sources of evidence,

vocabulary among disadvantaged pupils.	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>· feedback from specific interventions</li> <li>· an increase in participation in enrichment activities among disadvantaged pupils</li> </ul>
	Other adaptations for future years

## 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: £10,000

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 support.	1, 2, 3, 4
Professional development on evidence-based approaches (The Write Stuff). Training to ensure accurate teacher assessment.	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers. This will be enhanced by the purchase of a specific Writing Intervention program for Key Stage 2 that will be supported by Quality First Teaching.	2
Embed new phonics leaders into role, ensuring they are supported in ensuring there is fidelity to phonics and reading schemes which will secure stronger phonics teaching for all pupils.	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. Training for new phonics leads and new EYFS and KS1 members of staff - ensuring resources are appropriate in these year groups.	4

<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 from year 1 of the NCETM three year Mastery of Maths in school.</p>	<p>With a new maths team we will supporting continuous and sustained professional development (PD) on evidence-based classroom approaches. This is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p>	1
<p>Technology and other resources focussed on supporting high quality teaching and learning</p>	<p>Ensure that appropriate technology is available in class to support whole class teaching. This will include appropriate software (clicker 8) and hardware (access to ipads and laptops).</p>	1, 2 and 4

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

Budgeted cost: £14,000

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 shows positive impact 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. Beanstalk readers support Key Stage 2 children.</p>	4
<p>Activity and resources to meet the specific needs of</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these</p>	1,2,3 and 4

disadvantaged pupils with SEND.	pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5480

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Supporting pupils' social, emotional and behavioural needs through specialised provision e.g. Relax Kids, and Play Therapy	Social and emotional skills support effective learning and are linked to positive outcomes later in life.	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
Communicating with and supporting parents	Text books, school uniform, hardship fund. Ensuring parents are aware of current provision.	All

**Total budgeted cost: £27,480**

## 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Initial data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2023/24 did not meet our initial expectations.

However, we also recognise that the cohort sample is very small, with a high number of SEND pupils, and this may have contributed to not meeting our assessment targets.

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

This review is for the second year of our three-year Pupil Premium Strategy Plan. Our data sample for showing the impact of from the first year is very small. For example, the number of disadvantaged pupils in the school is less than 5%.

The Pupil Premium Strategy plan focuses on five outcomes (as listed above).

#### Writing

Following on from our previous year, we noticed a disparity between our SEND Pupil Premium Pupils and our Non-SEND Pupil Premium Pupils. We now have at least one member of staff trained in Sounds Write from Year 2-6. Our Writing target is not on track to be successful and we recognise we need to adapt our planned provision to best suit the current group of children.

#### Reading

We are on target to meet the Phonics outcomes and are seeing the impact of the synthetic phonics program Little Wandle and the training of staff. We also have new phonics leaders. We are on track to achieve this outcome with positive data in the National Assessments last academic year.

#### Maths

We now have new maths leaders. The NCETM mastery course has been moved to the next academic year to give the new leaders time to embed in their role. Our Pupil Premium children attain lower than their peers, however the large proportion of

PP/SEND pupils contributes significantly to this data. This means our Maths target is not currently on track to be successful.

#### Oral Language Skills

Assessment and observations show that there has been a strong impact of our speech and language support, with this outcome on track to be met.

#### Wellbeing

Pupil surveys, parent surveys and pupil conferencing indicate that we have a high level of wellbeing in school, with appropriate support in place where appropriate. We have maintained an increased level of participation of our Pupil Premium children in extracurricular activities. This outcome is on track to be met.

## 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*

<b>Programme</b>	<b>Provider</b>
Beanstalk	Beanstalk Readers
Relax Kids	Relax Kids
Play Therapy	Emma Woodruffe

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Individual reading opportunities for Service Pupils through the Beanstalk reading program.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils receive high quality reading input to support progress in reading.



## 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.