

Pupil premium strategy statement – St Bridget’s CE Primary School

School overview

Detail	Data
Number of pupils in school	63 (R-Year 6)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/25
Date this statement was published	15/4/24
Date on which it will be reviewed	April 2025
Statement authorised by	R Colley
Pupil premium lead	R Colley
Governor / Trustee lead	Eliza Treme-Swales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,755
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£33,755

Part A: Pupil premium strategy plan

Statement of intent

All pupils, irrespective of their background or the challenges they face, should make good progress and achieve high attainment across all subject areas. This should include developing high attainers.

We will use a research-based approach with particular reference to the work conducted by the EEF. We will combine this with challenge specific publications and staff experiences and expertise to support decisions made around the usefulness and implementation of different strategies.

High-quality teaching is a key, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

Whilst our strategy adopts the recommended EEF tiered approach, many elements of the strategy will overlap categories and a balance of the approach will vary from year to year as the schools' and pupils' priorities change. We will also ensure that to make the biggest difference we focus on a small number of strategies.

Challenges

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

Challenge number	Detail of challenge
1	<i>Academic: Oral Language Development</i>
2	<i>Academic: Reading for Pleasure and Purpose to increase vocabulary.</i>
3	<i>Social: Contextual subject knowledge and cultural capital gaps</i>
4	<i>Social: Social and emotional mental health</i>
5	<i>Cultural: Targeted Pastoral Care including attendance.</i>

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
<i>Improve oral language development</i>	<ul style="list-style-type: none"> - Set up Happy to be Me social group to create opportunities for talk. - Cultural visit opportunities. - Targeted trips and after school club subsidiaries.
<i>Create more opportunities for reading for pleasure to increase vocabulary.</i>	<ul style="list-style-type: none"> - More children to achieve ARE in reading comprehension. - Children using a wide range of Tier 2 and 3 vocabulary in speech, writing and guided reading. - Opportunities to visit libraries/book bus. - Targeted PP trip to Seven Stories in Autumn Term.
<i>Close gaps in cultural and contextual knowledge.</i>	<ul style="list-style-type: none"> - Vocabulary exposure taught specifically in lessons. - Subsidised trip opportunities i.e. history trips, theatre trips.
<i>Increase social confidence.</i>	<ul style="list-style-type: none"> - Supporting children to gain confidence to access cultural trips. - Supporting children to socialise and overcome issues at playtimes. - All EYFS staff to be training in Emotional Regulation
<i>Improve attendance.</i>	<ul style="list-style-type: none"> - Set up Study Bugs to monitor attendance. - Individual attendance meetings.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional Intelligence Training</i>	To support self regulation in the EYFS	4

<i>RWI training for 2 staff members £700</i>	RWI is a DfE recommended phonics scheme that works best when used with fidelity. We have also had development days from the hub to ensure our phonics approach is as good as it can be.	1 and 2

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lightning Squad £600</i>	Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.	1 and 2
<i>Chapter One £200</i>	EEF- Use high quality, structured interventions to support children struggling with reading. Feedback from volunteers and children so far has been positive.	1 and 2
<i>RWI interventions £200</i>	DfE recommended phonics scheme.	1 and 2
<i>Story sacks £200</i>	EEF- Reading requires motivation and engagement.	1 and 2
<i>Library visits, Seven Stories, Theatre Visits £6000</i>	EEF- Reading requires motivation and engagement.	1, 2, 3
<i>TA One to one support and interventions £24,000</i>	EEF- Use one-to-one and small-group tutoring ideally involving structured interventions.	1, 2, 4
<i>TA cover for training</i>	EEF- Use one-to-one and small-group tutoring ideally involving structured interventions.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1, 047.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Study bugs for attendance.</i>	Children who have persistent absences are more likely to be disadvantaged both academically and socially.	5
<i>Happy to be Me Social Group</i>	EEF- Teach social skills explicitly.	1 and 4

Total budgeted cost: £33, 247.40

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All children have made at least good progress from the end of 22/23 to April 24. 2/12 children in Year 1 (2023) did not pass the phonics screening check. Children who are working below in Maths have been assessed for support on Doodle Maths. Children who are working below in Reading have been targeted for Lightning Squad intervention.

Current attainment for PP children (April 2024):

Maths

Year 1- 100% achieving AREs.

Year 2- 50% achieving AREs.

Year 3- 100% achieving AREs.

Year 4- 57% achieving AREs.

Year 5- 25% achieving AREs.

Year 6- 75% achieving AREs.

Reading

Year 1- 100% achieving AREs.

Year 2- 50% achieving AREs.

Year 3- 100% achieving AREs.

Year 4- 71% achieving AREs.

Year 5- 50% achieving AREs.

Year 6- 75% achieving AREs.

Writing

Year 1- 50% achieving AREs.

Year 2- 50% achieving AREs.

Year 3- 100% achieving AREs.

Year 4- 42% achieving AREs.

Year 5- 25% achieving AREs.

Year 6- 50% achieving AREs.

Maths is improving significantly- high SEND in Year 2 and 5. Doodle Maths has been set up for those working below. Chapter One is having a good impact in KS1 for developing reading fluency and confidence, with good feedback from both children and volunteers. We have implemented Lightning Squad for anyone working below aged related expectations for 1 term and will continue to monitor. Progress has been good so far with 10/15 children moving up a colour band. We will continue to implement and monitor this. We have began to implement social skills groups, but are starting Happy to be Me. We will monitor this impact of this moving forward.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lightning Squad	FFT
Chapter One	Sellafield Ltd.