

Pupil premium strategy statement – Bridgewater Primary School 2024-2027 (Year 1)

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Emma Henderson
Pupil premium lead	Tom Tien-Rhimes
Governor / Trustee lead	Rosie Mullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308,785
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£160,508
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>	£469,293

Part A: Pupil premium strategy plan

Statement of intent

This Pupil Premium Strategy outlines the approach that Bridgewater Primary School will adopt to ensure that the additional funding received is used effectively to improve the outcomes of disadvantaged pupils. The strategy will focus on improving attainment, attendance, wider life aspirations, and the perception of school among disadvantaged pupils.

Context

Bridgewater Primary School is located in a deprived area of Salford, where a significant proportion of pupils face socioeconomic challenges. These challenges can have a negative impact on pupils' educational outcomes, including attainment, attendance, and engagement. The Pupil Premium funding provides an opportunity to address these challenges and ensure that all pupils have the opportunity to reach their full potential.

Aims and Objectives

The primary aim of this strategy is to improve the outcomes of disadvantaged pupils at Bridgewater Primary School. This will be achieved through the following objectives:

- **Improve attainment:** Raise attainment levels for disadvantaged pupils across all subjects and key stages.
- **Improve attendance:** Increase attendance rates for disadvantaged pupils, reducing the impact of absence on their learning.
- **Develop wider life aspirations:** Support disadvantaged pupils in developing positive and ambitious goals for their future.
- **Improve perception of school:** Foster a positive and inclusive school culture that values and supports all pupils.

Spending Priorities

The Pupil Premium funding will be allocated to a range of initiatives that support the achievement of the above objectives. These initiatives will be carefully selected based on their potential impact and alignment with the school's priorities. Key spending priorities will include:

- **Targeted academic support:** Providing additional support to disadvantaged pupils in areas where they need it most, such as reading, writing, and mathematics. This may involve small group tuition, one-to-one support, or the use of technology-based interventions.
- **Enhanced attendance strategies:** Implementing strategies to improve attendance, such as attendance rewards and working with families to address barriers to attendance.
- **Personal, social, and emotional development:** Supporting the development of disadvantaged pupils' social and emotional skills through activities such as counselling, mentoring, and social skills training.
- **Enrichment opportunities:** Providing a range of enrichment activities, such as after-school clubs, trips, and visits, to broaden disadvantaged pupils' horizons and increase their cultural capital.

- **Family engagement:** Working closely with parents and carers to support their children's learning and development. This may involve parent workshops, referrals to external services and requesting feedback from parents to help improve best practice.
- **Staff training and development:** Ensuring that staff have the skills and knowledge to effectively support disadvantaged pupils. This may involve professional development opportunities related to teaching and learning, behaviour management, safeguarding training and training in supporting pupil wellbeing.

Monitoring and Evaluation

The effectiveness of the Pupil Premium strategy will be monitored and evaluated on an annual basis. This will involve collecting data on pupil attainment, attendance, and engagement, as well as feedback from pupils, parents, and staff. The data will be analysed to identify areas of success and areas where improvements are needed.

Partnership Working

Bridgewater Primary School will work closely with parents, carers, the local community, and other agencies to ensure that the Pupil Premium funding is used effectively. Partnerships will be developed to provide additional support to disadvantaged pupils and to create a supportive and inclusive environment for all.

Conclusion

This Pupil Premium Strategy outlines a comprehensive approach to improving the outcomes of disadvantaged pupils at Bridgewater Primary School. By focusing on targeted academic support, enhanced attendance strategies, personal, social, and emotional development, enrichment opportunities, family engagement, and staff training and development, the school aims to ensure that all pupils have the opportunity to reach their full potential. Through effective monitoring, evaluation, and partnership working, the strategy will be reviewed and refined annually to meet the changing needs of disadvantaged pupils and to deliver positive outcomes.

Challenges

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

Challenge number	Detail of challenge
1. Economic factors	Bridgewater Primary is situated in an area of high deprivation and many of our families struggle financially. This means that children will often have incorrect uniform, will struggle to provide meals and will often miss out on key life experiences, such as trips to museums, zoos etc. This limiting of pupil experience can limit their understanding of the wider world, therefore affecting their own attainment in school.
2. Impact of external incidents (safeguarding issues)	There is a high safeguarding need at our school and many of our pupils witness events at home that are not age appropriate. It is therefore a priority of the school to provide these pupils with the support they need to be able to safely express their feelings/ opinions. Our learning mentor sees a variety of pupils during the school week who need a 1:1 session due to historic/ongoing safeguarding issues. Of the pupils she

	sees, 100% are disadvantaged. We also use the services of Place2Be to support our wider wellbeing offer.
3. Social and emotional development	<p>We have identified a high level of SEMH need across our school and this remains the highest type of SEN currently at school. Wellbeing initiatives, such as positive post, pupil voice surveys and wellbeing stations across school allow us to effectively target specific pupils/ groups in the school to help support with the SEMH need. Recent data from our wellbeing survey demonstrates that pupils are happy in school. 96% of children said they feel welcome at school, 97% said they enjoy school and 99% of children said they feel safe in school.</p> <p>Due to our school context, there is always an ongoing need to focus on the social and emotional development of our pupils and therefore this will continue to be a focus of this year's strategy.</p>
4. Low attainment/ lack of school readiness on entry to EYFS	<p>A high proportion of our pupils begin school with low levels of attainment due to a variety of factors including lack of engagement, lack of resources or not attending a setting prior to starting Bridgewater. Many of our learners in EYFS are also new to English. It is therefore important that our EYFS team work hard to upskill these pupils quickly in order to raise their attainment to the levels expected of their age.</p> <p>2023-2024 PSC data shows: 80% of pupils passed the PSC in Year 1. There were 12 pupils who did not pass, all of which were eligible for PP and 11 have additional needs. Of those that retook the PSC in Year 2, 9 out of 15 (60%) passed. Of the 6 who did not pass, 5 pupils were eligible for PP, 5 pupils had additional learning needs and 1 pupil was CfC.</p>
5. Mobility	Bridgewater has a high level of social mobility and therefore we receive many of our Pupil Premium children midway through the year, with a variety of academic starting points. For many of our PP students, these starting points are below the level expected for their age. Pupils arriving during the school year often come with a variety of social and emotional needs and require support settling into life in a new school.
6. Attendance and punctuality	<p>Attendance is always high priority at Bridgewater and continues to form part of our School Improvement Plan. Many of the children whose attendance falls below the expected standard are also disadvantaged and we work hard to ensure that these children attend school every day. Strategies including extra staff, targeted interventions and wider family support help to positively engage our families and improve our attendance.</p> <p>Last year's whole school attendance figure was 94.3% with 13.6% of children being persistently absent.</p> <p>Current whole school attendance figures for Autumn 1 are as follows: Disadvantaged: 94.3% % Non-Disadvantaged: 96.7%</p> <p>Our Learning Mentor follows up with these families, many of whom have SEMH needs. More work is needed to best support disadvantaged families and bring their attendance in line with those who are non-disadvantaged.</p>

7. Low aspiration/ perception of education	Within the school community, there are some families who struggle to engage with school life and support the high aspirations school has for their children. As a school community we need to target these families and children and raise their perception of school and what they can achieve.
8. Engagement of parents in children's learning	The school will regularly run events for parents. Historically, these have been poorly attended, with the hardest to reach families regular non-attenders. As a school, we will continue to put together initiatives to encourage all parents to come into school and engage with the class teacher/ their own children within the educational setting. Recently there has been an increase in parental attendance, including our Riveting Reads sessions for EYFS, which use PP funding to provide families with books to help build libraries at home and encourage reading out of school. Funding these workshops will enable us to continue engaging parents, including those that are hard to reach.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (Summer 2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Raise attainment for all pupils, narrowing the gap between disadvantaged and non-disadvantaged children.	Summative assessment data will show good or outstanding levels of progress for all pupils, including disadvantaged pupils (aspirational targets of around 85% ARE are set for each year group)
Achieve a sustained and improved level of pupil wellbeing and self-regulation for all pupils in school, particularly our disadvantaged pupils	Wellbeing data (pupil voice survey) will show our children feel happy and safe in school. Behaviour incidents linked to self-regulation will decrease
Safeguarding incidents are dealt with effectively	CPOMS log with recorded actions will demonstrate that there is a swift response to all safeguarding concerns. School will work closely with external stakeholders including social workers to ensure that actions are addressed quickly and effectively
Rapid Progress in EYFS so an increasing number of children are Year 1 ready	Progress measures from EYFS baseline will demonstrate children have made good or outstanding progress PSC result will be at least in line with national averages
Sustained improvement in attendance levels of all pupils, particularly those which are disadvantaged	An improvement in whole school attendance, a reduction in persistent absence and an aligning of absence between the disadvantaged and non-disadvantaged pupils (currently 94.3% for disadvantaged and 96.7% for non-disadvantaged).

Parents engage and support their child's learning, children have high aspirations for themselves	Attendance at school events supporting school procedures – these events continue to be well attended and there is a sustained increase in attendance for most events, particularly those in EYFS and KS1. As a school we collect feedback from all events and the vast majority of this feedback is positive. It is important that we maintain the positive relationships we have with our school community and pupil premium funding supports us in being able to provide this offer to our community.
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Activity in this academic year

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

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £340,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils		
<p>TLRs for specialist teachers offering:</p> <p>Regular staff development.</p> <p>Support for identified children when needed to ensure progression towards fulfilling their potential.</p>	<p>Assessment data shows that catch-up is needed for pupils across the school.</p> <p>Tri-teaching model used across EYFS, KS1, LKS2 and UKS2.</p> <p>Allows for smaller group interventions, team teaching and sharing of best practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3,4,5,6,7,9
<p>High ratio of support staff (offering increased directed adult support).</p>	<p>Baseline data suggests that children's starting points are low on entry to EYFS so additional staffing can support</p> <p>Use of HLTA and TA3 to offer with additional group/ intervention sessions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	3,4,5,6

Specialised teaching and workshops	Ensures a broad, balanced and engaging curriculum to enhance life experiences. Ensure that all children have the opportunity to develop their talent and skills in a variety of curriculum areas	1,3,4,5,7,8,9
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning		
CPD for staff - bespoke programme for staff linked to learning needs of children.	Enables staff to be up to date with relevant initiatives to support the educational and emotional development of all learners. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,3,4,5,8,
Technology and other resources focussed on supporting high quality teaching and learning		
Purchasing of resources, study books and revision guides to support home-learning	Extends learning opportunities and engages children in independent learning both in school and at home	1,4,8,9,10

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

Budgeted cost: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity and resources to meet the specific needs of disadvantaged pupils with SEND		
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	The following activities and resources are examples of how we meet the needs of our specific SEND pupils: <ul style="list-style-type: none"> • SWITCH ON- reading and writing intervention • Precision teaching • MLD interventions focusing on basic skills within writing, reading, phonics and maths • Fine and gross motor interventions • ELKLAN and WELCOMM interventions 	3,4,5

	<ul style="list-style-type: none"> • Interventions to support children’s attention and listening – attention autism, EP attention and listening intervention • Touch tronics and choose it maker- app which is interactive and supports independence and basic skills • Additional hours from the educational psychologist – half a day every two weeks. • Dyslexia assessments • Speech and Language interventions 	
One to one and small group tuition		
Christine Ryder Maths Tuition	Targeted small group support to boost the attainment of pupils working below their potential	4, 8, 9
School Led Tuition	Targeted small group support to boost the attainment of pupils working below their potential	4, 8, 9
Bursary Foundation	Targeted small group support to boost the attainment of pupils working below their potential	4, 8, 9
Tutor Trust	Targeted small group support to boost the attainment of pupils working below their potential	4, 8, 9

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils’ social, emotional and behavioural needs		
Full time Learning Mentor. Emotional support for vulnerable children and their families to ensure they are school ready.	19 pupils currently have involvement with other services 10 children currently have a social worker involved with the family Due to the context of our school, the level of service involvement can change significantly throughout the course of the year 100% of the pupils working with our learning mentor are disadvantaged	1,2,3,6,7,10
Targetted SEMH Interventions	Interventions to support children’s SEMH needs such as lego therapy, starving the gremlin resources, attachment play, therapeutic play	2,3,5
Place2Be	Identified children with additional wellbeing requirements can have 1:1 or group sessions to support this https://www.place2be.org.uk/about-us/news-and-blogs/2018/october/what-is-a-designated-mental-health-lead/	3,7,9

	https://www.place2be.org.uk/about-us/impact-and-evidence/statistics-and-evidence/	
Supporting attendance		
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement procedures and working with attendance/support officers to improve attendance.</p>	<p>School works with the EWO to support individual children and families with attendance at an early stage; facilitate attendance panel meetings; complete referrals such as ESBA; and conduct home visits where necessary.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1,2,3,6,7,9
Extracurricular activities, including sports, outdoor activities, arts, culture and trips		
Special incentive events to enhance learning experiences and enrich the children's curriculum.	Promotes and rewards a positive attitude to learning.	1,3,7,9
Subsidy of trips or enhancement projects	<p>Offering experiences that may otherwise be lacking, including subsidised trips in a variety of curriculum areas, including a Year 6 end of year residential.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1,3,5,7,9
Children's University Initiative and a highly subsidised extended learning provision	<ul style="list-style-type: none"> Promotes learning beyond the curriculum and offering experiences that may otherwise be lacking. 	1,3,7,8,9,10
Breakfast clubs and meal provision		
Staffing of Free Breakfast Club.	Some children may not receive an adequate breakfast with a nutritional start to the day. To provide a nurturing, warm environment for children to socialise with peers. Creates the right start for the day. Impacts attendance.	1,2,3,7

	https://www.gov.uk/guidance/national-school-breakfast-club-programme	
Communicating with and supporting parents		
Individualised support for eligible children (clothing and equipment for school)	<ul style="list-style-type: none"> • Children have the required uniform and equipment to ensure they are not disadvantaged due to financial restraints. • Uniform bank accessible to families 	Individualised support for eligible children (clothing and equipment for school)

Total budgeted cost: £469,000

Part B: Review of the previous academic year (2023/24)

Outcomes for disadvantaged pupils

The below information reviews the effectiveness of the pupil premium strategy. As this review marks the end of the 3 year strategy, the information below reviews both the last academic year and also the strategies effectiveness as a whole.

Raise attainment for all pupils, narrowing the gap between disadvantaged and non-disadvantaged children.

Comparison of disadvantaged pupils' attainment before and after the 3 year pupil-premium strategy

Reading (20/21) – 55% working at, 17% working above

Reading (23/24) – 65% working at, 18% working above

Writing (20/21) - 52% working at, 11% working above

Writing (23/24) - 59% working at, 10% working above

Maths (20/21) – 56% working at, 17% working above

Maths (23/24) – 59% working at, 16% working above

The above data shows that there are now more disadvantaged children achieving the expected standard in reading, writing and maths when compared to the year before the strategy was implemented. Effective staff training, a newly embedded phonics programme and successful internal and external interventions have contributed to the increase in these areas. See Appendix 1 for a year-on-year breakdown of the whole school data.

End of KS2 data for disadvantaged and non-disadvantaged pupils (23/24) is shown in the table below, with a comparison to Salford and National Averages. This data demonstrates that end of KS2 outcomes for disadvantaged pupils at Bridgewater are significantly higher in all areas when compared to both local and national averages.

Despite the improved outcomes for reading, writing and maths for disadvantaged pupils, non-disadvantaged pupils continue to outperform them in all areas and therefore continued work is required in order to continue closing the gap between disadvantaged and non-disadvantaged pupils.

		Disadvantaged			Non-Disadvantaged		
		School	LA	NA	School	LA	NA
Reading	EXS	79	63	62	100	76	79
	GDS	33	17	18	60	28	33
Writing	EXS	64	58	59	96	76	78
	GDS	15	5	6	28	12	16
GPS	EXS	76	61	59	96	77	78
	GDS	39	21	20	72	38	37
Maths	EXS	70	61	59	96	77	79
	GDS	36	13	13	44	26	29
RWM	EXS	61			92		
	GDS	12			28		

Achieve a sustained and improved level of pupil wellbeing and self-regulation for all pupils in school, particularly our disadvantaged pupils

A variety of wellbeing initiatives run across the whole school, which have had a sustained positive impact on the wellbeing of our pupils. Wellbeing ambassadors, affirmation stations, positive post and wellbeing surveys all contribute to improving the wellbeing of pupils in school. Previous involvement with Wellbeing Warriors and current involvement in Place2Be, as well as having staff on hand for 1:1 sessions also supports with the continued drive to improve wellbeing. The below data is a comparison between the wellbeing survey carried out at the end of the 3 year pupil premium strategy and the survey carried out before the strategy was introduced (Autumn 2021)

- 99% of children felt they feel safe and happy in school, compared to 91% of children when this strategy was first introduced (Autumn 2021)
- 96% of children said they know who they can speak to about worries, compared to 63% of children in Autumn 2021
- 96% of children felt their teachers deal with bad behaviour, compared to 96% in Autumn 2021
- 99% of pupils feel safe travelling to and from school compared with 93% of pupils in Autumn 2021

Rapid Progress in EYFS so an increasing number of children are Year 1 ready

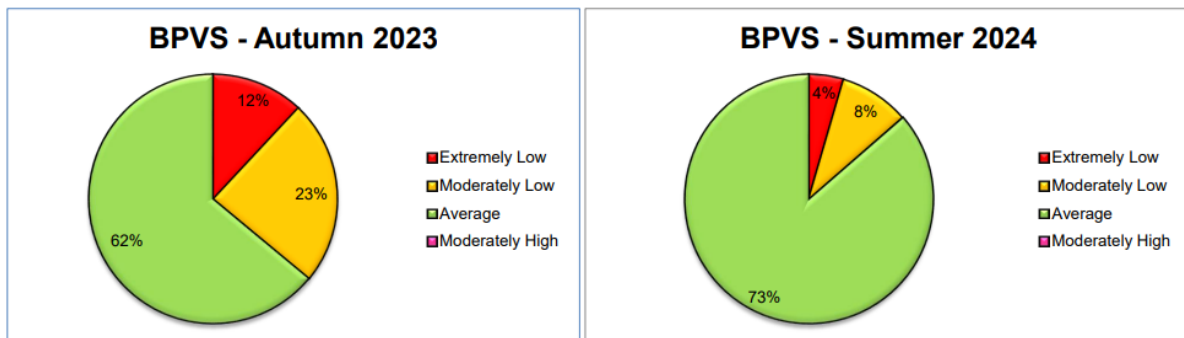
Pupils in EYFS make rapid progress each year in meeting GLD and in their phonics data too. High ratios of support staff, involvement with external agencies and timely interventions all contribute to accelerated progress. This is demonstrated in 2023-24 data headlines:

- Baseline assessments show 0% of pupils are secure at Phase 2 phonics
- Summer 2 assessments show 93% of pupils are secure at Phase 2 phonics

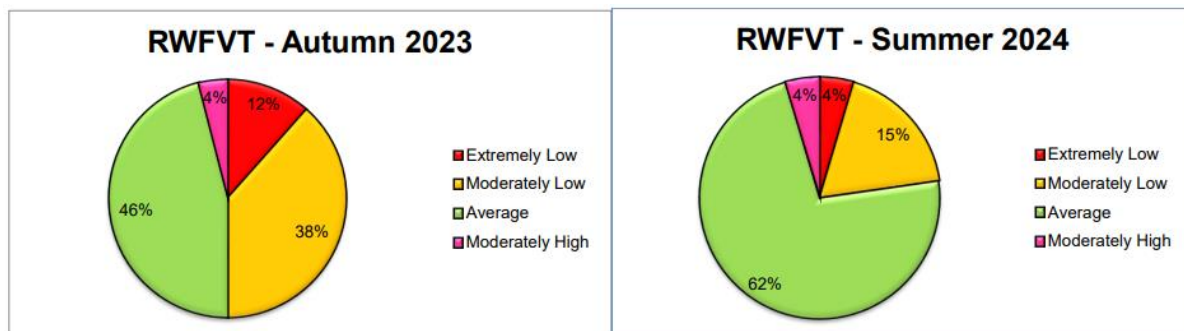
- Summer 2 assessments show 55% of pupils are secure at Phase 4 phonics
- Baseline assessment show 28% of pupils on track for GLD
- Summer 2 assessments show 59% of pupils on track for GLD

Children are able to communicate more clearly, positively impacting on reading and writing attainment

Speech and language therapists work with a range of pupils to identify and support with communication needs. Pupils are assessed before and after interventions and there has been a positive impact on the speech and language development of the pupils involved with these interventions.



Data from the British Picture Vocabulary Test (BPVS) from Autumn 23 to Summer 24 for EYFS pupils



Data from The Renfrew Language Scales Test (RWFVT) from Autumn 23 to Summer 24 for EYFS pupils

Parents engage and support their child’s learning, children have high aspirations for themselves

Attendance at parent workshops have significantly increased from previous years and a wide range of workshops designed to engage and support parents has supported this, such as a curriculum specific workshops across the school, reading sessions for our EYFS parents to encourage further reading at home and parental anxiety workshops to support the wellbeing of our wider school community.

Sustained improvement in attendance levels of all pupils, particularly those which are disadvantaged

Attendance continues to be a school improvement priority and as a result of investment from pupil premium funding, we have been able to provide a comprehensive response to any attendance concerns. Our school attendance officer, in addition to our Education Welfare Officer (EWO) work together weekly to analyse attendance, speak with families and hold attendance panel meetings. Last year's attendance figure was 94.3% with 13.6% of children being persistently absent, when compared to the previous year of 93% and 22.1% PA. This demonstrates a positive impact on attendance of pupils across the school.

Last year's attendance data showed that attendance of disadvantaged pupils was 94.3%, compared to 93.8% the previous year. Again, this shows a positive impact on the attendance of pupils.

Safeguarding incidents are dealt with effectively

Safeguarding incidents are dealt with swiftly and effectively due to a robust staffing model, supported by pupil premium funding. Key adults are readily available to speak with pupils, parents and external stakeholders. Safeguarding leads complete annual audits and outcomes from these demonstrate that the school leads safeguarding effectively. Ofsted also commented on good safeguarding procedures and judged our whole school safeguarding response to be effective.

Externally provided programmes taken from last year's funding

Programme	Provider
Bursary Foundation Tuition Support	Bursary Foundation
Wellbeing Support	Wellbeing Warriors/ Place2Be
KS2 Maths Tuition	ThirdSpace/ Tutor Trust/ Christine Ryder
SEMH and attendance support	CityWall
Art Workshops	Mike Barratt/ Art Table/ The Lowry Centre
Children's University	Children's University
Karate Sessions	The Heywood Academy
EYFS Drama Workshop	Jasmine Payne
Music Tuition	Mike Braye/ MAPAS
History Workshops	Past Productions
Computing Workshops	One Day Creative

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

We identified gaps in service children's education caused by parents spending significant time away from the home. Wellbeing support was highlighted as an area for our service pupil premium children and because of targeted interventions, made good progress in this area. This included interventions such as drawing and talking and a 1:1 drop ins, which allowed them to discuss their feelings further in a 1:1 environment with a trusted adult.

The impact of that spending on service pupil premium eligible pupils

Class teachers and facilitators identified positive changes in the emotional wellbeing of the pupils.

Appendix 1

Whole school disadvantaged data year on year from the year before the pupil premium strategy was introduced (2020/2021) until the end of the 3 year-strategy (2023/2024).

Subject	Working at	Working above
Reading (20/21)	55%	17%
Reading (21/22)	61%	20%
Reading (22/23)	63%	23%
Reading (23/24)	65%	18%
Writing (20/21)	52%	11%
Writing (21/22)	51%	10%
Writing (22/23)	60%	13%
Writing (23/24)	59%	10%
Maths (20/21)	56%	17%
Maths (21/22)	60%	19%
Maths (22/23)	63%	18%
Maths (23/24)	59%	16%