

Pupil premium strategy statement - GBPS

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Great Bridge Primary
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	152 pupils 31% (inc EY)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Helen Hale (Headteacher)
Pupil premium lead	Helen Hale (Headteacher)
Governor / Trustee lead	Natalie Martin (Chair of Governors from March 2023)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022-23 – awaiting confirmation of 2023-24 funding)	£164985
Recovery premium funding allocation this academic year (2022-23 – awaiting confirmation of 2023-24 funding)	£17718
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182703

Part A: Pupil premium strategy plan

Statement of intent

At Great Bridge we have high aspirations and ambition for all pupils, regardless of their background. Our school ethos 'all valued, all achieving, all equal' sets children to have the skills, knowledge and confidence to succeed. We want every pupil to achieve success and be lifelong learners and responsible citizens.

The combination of good teaching, high aspirations and the pastoral care we give children and families supports our pupils in their education journey.

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their non-disadvantaged peers. The pupil premium money is intended to narrow the gap between them and their classmates.

Children who are eligible for pupil premium may not be low attaining but also may not be maximising their full potential. We must focus on supporting all disadvantaged children, using current data and the needs of the children and using research to maximise the monies we have.

Historically, pupil premium funding has been used to reduce class sizes in English and maths, teacher intervention groups and attendance. We now need to look at evidence and base our rationale on prioritising our spend on areas of need using strategies that have proven results (EEF teaching and learning toolkit).

School leaders and Governors ensure that pupil premium funding is carefully targeted at the designated children. Some initiatives are adopted on a whole school basis and are not restricted to pupil premium children only as the implementation of some programmes would be impossible without the funding.

Our approach will be responsive to common challenges and individual needs rooted in assessment and research rather than assumptions. Barriers to learning are discussed in termly pupil progress meetings, interventions and support will be put in place following these meetings. Pupil premium children are discussed to ensure early intervention and challenge.

Challenges

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

Challenge number	Detail of challenge
1	In our school a significant number of the children who receive pupil premium funding also have additional SEND needs (2020/21 28% of PP pupils have a SEN provision, 1.7% higher than the National average)
2	Internal assessments indicate reading and writing attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Baseline assessments, including Wellcomm, and observations indicate children enter school with very low language and oracy skills.(ADD DATA)
4	Phonics screening assessment in year 1 shows pupil premium children score significantly below non pupil premium children. (2018/19 school;83%; PP 57%)
5	Our monitoring of online usage indicate our disadvantaged pupils did not engage in home learning compared to non-pupil premium pupils. This has resulted in significant knowledge gaps, especially in English and maths.
6	Many of our pupil premium children do not have the rich and varied experiences that our non-pupil premium children have so knowledge of the world is limited. Extra-curricular activities are limited for the pupil premium children.
7	The attendance of our pupil premium children as a group is lower than non-pupil premium children.
8	Referrals for support from teachers and families for pupils have increased during the pandemic. (2020-21; 53% of PP children are on our 'vulnerable' register and require additional support.)

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
Improve oral and language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments (wellcomm and oracy 21) indicate improved oral language among disadvantaged pupils. This is evident during learning walks and when speaking to the children through child's voice.
Improved reading and writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> KS2 outcomes in 2024/25 show that the percentage of disadvantaged pupils who meet the expected standard is in line with national data.

	<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress from their KS1 starting point
Improved phonics attainment for disadvantaged KS1 pupils.	<ul style="list-style-type: none"> The gap between disadvantaged and non-disadvantaged pupils is narrowing in phonics screening in year 1 between 2022-2025.
To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged.	<p>Sustained high levels of well-being by:</p> <ul style="list-style-type: none"> Student and parent surveys Minimal racist/bullying incidents Participation in enrichment activities, particularly amongst disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	<ul style="list-style-type: none"> Reduction in % of PA from all pupils 2021-22 to 2024/25 PA is in line with LA or National by 2024/25 for all pupils Overall attendance is in line with National by 2024/25 for all pupils The attendance percentage gap between disadvantaged and non disadvantaged pupils reduces

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: £ 35910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct support.	2, 3
CPD to secure stronger phonics teaching to all pupils following the purchase of DfE validated systematic synthetic phonics programme.	A consistent, systematic phonic approach indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF – teaching and learning toolkit – phonics +5 months impact	2, 4
Release time for DHT to attend Oracy 21 CPD and implement across the school	EEF – teaching & learning toolkit-oral language interventions +6months	3
Introducing approaches from new reading framework (published July 2021) to staff. Release English lead weekly for CPD and monitoring. (0.1FTE)	The DfE non statutory guidance has produced 'The Reading Framework' which draws on reading and language experts, educational organisations, English Hubs Council members, and 34 English Hubs and partner schools.	2

SLT conducting weekly learning walks monitoring teaching and learning to inform future CPD.	EEF 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'.	1, 2
CPD for subject leaders on developing their subject.	DfE ' Professional development must be prioritised by the school leadership'	2
Deputy SENCO released from class to support SEND pupils (2.5FTE)	https://www.gov.uk/government/publications/supporting-send/supporting-send	1

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

Budgeted cost: £ 112814

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group and 1 to 1 interventions (Wellcomm, talk boost, reading)	EEF – teaching and learning toolkit – individualised instruction - +4 months impact EEF – teaching & learning toolkit-oral language interventions +6months	1,2,3,4
HLTA's supporting pupil premium/SEND pupils in class in core subjects	https://www.gov.uk/government/publications/supporting-send/supporting-send	1,2,3
LSA to conduct 1 to 1 assessments (YARC)	Primary assessment in England Government consultation response September 2017 'Good assessment supports good teaching and helps to prepare children to succeed...'	2,3
LSA provide 'catch up' in the afternoon by identifying and working with children who require pre teach	EEF – teaching and learning toolkit - one to one tuition +5months	1,2,3,4

and Personalised Learning Targets (PLTs)		
Purchase web based programs to be used at home to support learning (spelling shed, TT rockstars)	EEF – parental engagement – evidence report EEF – teaching and learning toolkit-homework - +5 months impact	5
Top up staff costs for the National Tutoring Programme	DfE led National Tutoring Programme	1,2,3,4

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

Budgeted cost: £ 34407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior mental health lead being trained	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn.	6, 8
Embedding principles of good practice to improve attendance, in particular, persistent absence. This will involve training and release time for staff on the attendance team	DfE 'Improving School Attendance'	7
To broaded opportunities, experiences and aspirations for PP pupils	EEF 'wider strategies relate to the most significant non-academic barriers to success in school.'	6
Funding for experiences eg D&T bridge building workshop and trips (where necessary)		6
		6

Buy resources for extra curricular clubs eg craft club		
To provide pastoral support to PP pupils	EEF 'wider strategies relate to the most significant non-academic barriers to success in school.'	8
Funding for PSA		8
Funding for learning mentor		8

Total budgeted cost: £ 183131

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our previous pupil premium activity had on pupils in the 2021 to 2023 academic years.

Improve oral and language skills and vocabulary among disadvantaged pupils.

Oracy 21 has made an impact and improved language skills for many pupils, as seen through pupil voice and learning walks. Welcomm and Early talk boost are having a positive impact in the Early Years and older pupils are targeted with Welcomm if needed. In 2021-2022, 42 pupils received WellComm and all made progress e.g. 11.9% pupils achieved green in Autumn 1 and 40.5% achieved green in Summer 2. In 2022-2023, 79 pupils received WellComm – 6% made less than 6 months progress; 48% between 6 and 12 months and 46% 12 months or more progress.

Improved reading and writing attainment among disadvantaged pupils.

In KS2 reading SATs 2022, the gap between disadvantaged and non-disadvantaged was 11% (PP=72%; non-PP=83%) which was an improvement from 2019, where the gap was 16%. National gap in 2022 was 16% compared to 11% at Great Bridge. In summary, 2022 KS2 reading data shows the gap is improving and better than National.

In KS2 writing SATs 2022, the gap between disadvantaged and non-disadvantaged was 25% (PP=56%; non-PP=81%) which has worsened since 2019, where the gap was 21%. National gap in 2022 was 18% compared to 25% at Great Bridge. In summary, 2022 KS2 writing data shows the gap is widening and poorer than National. Writing is on the School Improvement plan as a focus for 2022-23 as COVID-19 and home learning had the biggest detrimental impact on writing throughout the school.

In KS2 reading SATs 2023, the gap between disadvantaged and non-disadvantaged was 12% (PP=62%; non-PP=74%) which is similar to the previous year. The National gap is worsening at 18%. In summary, 2023 KS2 reading data shows the gap is similar to 2022 and better than National.

In KS2 writing SATs 2023, the gap between disadvantaged and non-disadvantaged was 8% (PP=76%; non-PP=68%) which has improved since 2022, where the gap was 25%. National gap in 2023 was 19% compared to 8% at Great Bridge. In summary, 2023 KS2 writing data shows the gap is improving and better than National.

Improved phonics attainment for disadvantaged KS1 pupils.

2022 Year 1 phonic screening shows the gap between disadvantaged and non-disadvantaged was 6% (PP=54%; non-PP=60%) which was improved from 2019, where the gap was 34%. National gap in 2022 was 16% compared to 6% at Great Bridge. In summary, Year 1 phonics 2022 data shows the gap is improving and better than National. However, our phonics (PP and non-PP) results are overall worse than National and this is being addressed by the implementation of a new phonics scheme (RWI) in May 2022.

2023 Year 1 phonic screening shows the gap between disadvantaged and non-disadvantaged was 9% (PP=74%; non-PP=83%) which has worsened slightly from 2022, where the gap was 6%. However, our phonics (PP and non-PP) results have significantly improved from last year (59% in 2022 and 80% in 2023) due to the implementation of a new phonics scheme (RWI) in May 2022.

To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged.

Our assessments (including a childrens wellbeing questionnaire) and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions when required. We have built on this from Spring Term 2023 by employing a mindfulness and wellbeing coach to work with identified children 2 days per week.

After school clubs were introduced in 2021-22 and pupils from Early Years to year 6 (Including FP) had the opportunity to engage in a wide variety of clubs, such as, multi-sports, football, sewing, art and craft, STEM, science, history, lego, mindfulness, yoga, choir, dance. Pupil voice showed all the children enjoyed the wide variety of clubs on offer and 32% of the children who attended these clubs were disadvantaged in 2021-22 and 33% in 2022-23

100% of disadvantaged pupils accessed at least one school trip during the academic year 2021-22 and 2022-23.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.

Overall attendance for 2021-22 was 92.81%.

The school is in line with the LA for 2021-22, GBPs 92.8%; LA 93.3. Non PP attendance was 94.2% compared to PP 89.8%.

Persistent Absence for 2021-22 for PP pupils was 40.4% compared to 15.5% for non-PP.

Some PA pupils are genuine and illness (not medical) is the highest percentage for cause of absence. As covid is recorded as an illness that has impacted our figures, sickness and chickenpox was also prevalent in the summer. Attendance, particularly PA in disadvantaged pupils is on the SIP and remains a priority for 2022-23.

Overall attendance for 2022-23 was 93.46%.

The school is in line with the LA for 2022-23, GBPs 93.46%; LA 93.49. Non PP attendance was 94.88% compared to PP 90.69%.

Persistent Absence for 2022-23 for PP pupils was 36.75% compared to 13.45% for non-PP.

Although there has been improvement in overall absence from 2021 to 2023 attendance, particularly PA in disadvantaged pupils is on the SIP and remains a priority for 2023-24.

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
Times Table Rockstars	Maths Circle
Spelling Shed	Education Shed Ltd
Espresso Discovery	Discovery Education
imoves	Imoves Active Education Ltd

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

At Great Bridge Primary, we continually review and revise our provision for disadvantaged pupils.

Our pupil premium strategy will be supplemented by additional activity that is not funded by pupil premium or recovery premium. We utilised a DfE grant to train a senior mental health lead (DHT – Jenny Waterman). This has helped to develop an understanding of our pupils' needs and how we address wellbeing.

In addition to this, from January 2023 we have employed a mindfulness and well-being coach for 2 days a week who will work with whole classes, groups and individual children whose needs have been identified by parents, staff and the children's wellbeing questionnaire.