

# Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium for the 2024 to 2025 academic year designed to help improve the attainment of our disadvantaged pupils.

This report outlines our strategy, how we intend to spend the funding in this academic year and the impact that last year’s spending had within our school.

## School overview

Detail	Data
School name	Bridstow CE Primary School
Number of pupils in school	85 (Oct 2024)
Proportion (%) of pupil premium eligible pupils*	16.9% (13 - Oct 24)
Academic year/years that our current pupil premium strategy plan covers	2024 (Sept) – 2027 (July)
Date this statement was published	October 2024
Date on which it will be reviewed	January 2026
Pupil premium lead	Dan Brearey
Governor	Paul Mason

\*based upon PP allocations 24-25

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£19,240</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Bridstow Primary we firmly believe and strive for every child, no matter their background or level of disadvantage, to achieve their potential. To this end, we work hard to ensure that our disadvantaged children achieve at least in line with their peers.

Our current plan is multi-faceted across many areas of academic and non-academic elements to ensure the widest possible impact.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged families
2	<ul style="list-style-type: none"> <li>• Early reading – disadvantaged children typically enter Reception with lower than average early reading skills</li> <li>• Core fluency in oracy, maths and writing</li> </ul>
3	Social and emotional support for disadvantaged pupils and families (inc wellbeing & mental health)
4	Disadvantaged families tend have more limited experiences beyond their home life and immediate community or locality
5	Access to an enhanced wider curriculum – opportunities for children to be able to enhance their learning through a more meaningful link between foundation subjects and nature (to inc. Outdoor learning)

### 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 school attendance for target disadvantaged families – with focus upon persistent absence	Compared to previous academic years, target families attendance will improve significantly or to above 95%.
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (reading, writing, maths) or compared to other statutory benchmarks made previously. Those that have fallen behind make accelerated progress towards catching up.	All disadvantaged children make expected progress from previous summer and from previous Key Stage outcomes. Pupils will have regular opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental/written arithmetic.
Children from disadvantaged families have the same access to extra-curricular and wider curricula provision (inc Instrument Lessons, Sports Clubs and wider school opportunities – Young Voices etc) to enhance their enjoyment and engagement with education in all forms.	The majority (60%+) of disadvantaged pupils benefit from access to extra-curricular and wider curricula provision.

## Activity in this academic year

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

### Teaching

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Incorporate attendance discussions into lessons:</b> Regularly discuss the importance of attendance and punctuality in class to reinforce its value in achieving academic success.	EEF toolkit supports wider evidence that improved levels of attendance enhance outcomes and engagement in schools.	1,2,3,4,5
<b>Provide training for staff on attendance issues:</b> Equip teachers and staff with the skills to understand and address the barriers to attendance that disadvantaged children may face.	EEF toolkit supports wider evidence that improved levels of attendance enhance outcomes and engagement in schools.	1
Foster a love of reading by creating a vibrant reading culture in the school, including a well-stocked library and regular reading events that involve the community.	EEF toolkit supports improved outcomes in reading with a focus upon reading for pleasure across the curriculum.	2,3
Continuing the Talk-4-Writing approach across all year groups	EEF toolkit suggest that oral language interventions and initiatives have a moderate impact for very low cost.	2, 6
Implement a curriculum that integrates outdoor learning experiences with core subjects, allowing children to make connections between their learning and the natural world. This can include outdoor science experiments, nature walks, and environmental studies.	EEF toolkit support wider projects – particularly those that involve the use of outdoor learning – to raise engagement for children and enhance outcomes for them.	1,2,3,4,5
Foster a growth mindset in the classroom by encouraging children to view challenges as opportunities for learning, which can be reinforced through discussions and reflections on outdoor activities.	EEF toolkit support the development of meta-cognition strategies to support enhanced pupil learning.	2,3,4,5

### Targeted academic support

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise peer mentoring programmes: Pair disadvantaged children with peers who can provide support and encouragement, fostering a sense of belonging and accountability.	EEF suggests a potentially high impact of peer mentoring programmes for low level investment – particularly for the improvement of attendance.	1 and 2
Utilise Teaching Assistants (TAs) effectively to support targeted groups during outdoor learning activities, ensuring they are trained to facilitate learning in a natural environment	EEF suggests that alternative programmes that utilise outdoor learning opportunities (to enhance mental health and wellbeing) have a moderate	1,2,3,4,5

– this will include the training of 2 x TAs to Level 3 Forest Skills award.	impact upon outcomes for a moderate level of investment.	
123 Maths intervention	EEF Toolkit identifies small group tuition as having a moderate impact for low cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2, 6
Additional Teaching Assistant hours to support targeted areas of core subjects both in and out of core lessons	EEF Toolkit identifies 1-to-1 tuition as having high impact for moderate cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2, 6
Phonics Booster sessions across EYFS and KS1	EEF Toolkit identifies 1-to-1 tuition as having high impact for moderate cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.	2, 6

## Wider strategies

Budgeted cost: £3,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support programme for target families	There is a direct link between school attendance and academic outcomes. If we can increase the attendance then there is a much greater chance of success for disadvantaged children.	1, 2, 3
Engage families through regular communication: Establish a more systematic system for regular updates to parents about their child's attendance and progress, fostering a partnership approach to improving attendance.	EEF research supports the improved attendance of children into the engagement and improved outcomes of these individuals.	1, 2, 3
Offer mental health and wellbeing support: Provide access to counselling services and mental health resources to help children deal with personal challenges that may affect their attendance.	EEF toolkit outlines the effective use of mental health and wellbeing support to support the engagement of target families in their learning.	1, 2, 3
Attendance support using school minibus collection and drop-off	There is a direct link between school attendance and academic outcomes. If we can increase the attendance then there is a much greater chance of success for disadvantaged children.	1, 6
Financial support for uniform and cost of living	Although there is little evidence to support the impact of this low cost initiative, many disadvantaged families are	2, 3, 6

	unable to provide even a basic level of uniform for an average week at school.	
Financial support for extra-curricular activities and pursuits (inc, clubs, music tuition, hire of equipment etc)	EEF toolkit supports many of the elements of engagement that this funding underpins.	2, 3, 6
Graduated response model to the support of wellbeing and mental health	Although EEF evidence is unclear on this element, it is clear that this is an element of support that is needed for both children, staff and parents across the community.	3, 6
Additional time and support for Early Help for disadvantaged families	EEF toolkit identifies parental engagement as having a moderate impact.	3, 6

**Total budgeted cost: £19,240**

## 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.

Intended outcome (up to July 2024)	Success criteria	Review (inc data)
<p>Improve school attendance for target disadvantaged families – with focus upon persistent absence</p>	<p>Compared to previous academic years, target families attendance will improve significantly or to above 95%</p>	<p><b>July 2024 Attendance:</b>  <b>Overall:</b> 94.1%  <b>PP pupils (16):</b> 93.5% (93.5% in 23-24)  <b>Context 24-25:</b></p> <ul style="list-style-type: none"> <li>• 9/16 (56%) were below 95% attendance</li> <li>• Of which 1 was a school refuser and a mid-year Y5 transfer</li> <li>• 4/16 were persistently absent pupil (more than 10% absence rate)</li> <li>• These families are receiving targeted support to improve attendance rates in 2024-25</li> <li>• 2 pupils are no longer below 95% this year</li> <li>• 3 families have shown significant improvements compared to 23-24</li> </ul> <p><b>Comparison to 23-24</b></p> <ul style="list-style-type: none"> <li>• 13/19 (68%) were below 95%</li> <li>• 4/19 were persistently absent</li> </ul>
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (reading, writing, maths). Those that have fallen behind make accelerated progress towards catching up.</p>	<p>All disadvantaged children make expected progress from previous summer and from previous Key Stage outcomes. Pupils will have regular opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental/written arithmetic.</p>	<p><b>PP Outcomes 2023-24 – Statutory Results</b></p> <p><b>EYFS (6) – 1 x PP</b></p> <ul style="list-style-type: none"> <li>• Pupil A – GLD Achieved</li> </ul> <p><b>Phonics (10) – 2 x PP = Both passed</b></p> <p><b>KS2 (13) – 4 x PP</b></p> <ul style="list-style-type: none"> <li>• Pupil A (mid year Y5 transfer from AP): EXP in all subjects except Maths (SS 99!)</li> <li>• Pupil B (mid year Y5 transfer from AP): EXP in all subjects except Maths (SS 99!)</li> <li>• Pupil C (mid year Y5 transfer EHCP and CIC): Not entered – carer request and supported by school</li> <li>• Pupil D – (home grown lower attaining): Did not make EXP in any subject – historically did not attain GLD or Phonics Screening</li> </ul>

<p>Evidence from both statutory and internal data collection that PP children achieve as well as non-PP children across the year in all core subjects and outcomes are comparable to national standards</p>	<p>Data from Data snap-shots and EYFSP, Y1 Phonics screening (and Y2), Y2 SATs and Y6 SATs show little difference between PP and non-PP children. Any differences can be clearly accounted for.</p>	<p>See above</p>