

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Friday Bridge Primary School |
| Number of pupils in school | 96 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020/2021 2021/2022 2022/2023 |
| Date this statement was published | 07/09/21 |
| Date on which it will be reviewed | 09/22 |
| Statement authorised by | Sophie Foston |
| Pupil premium lead | Sophie Foston |
| Governor / Trustee lead | Geena Hird |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £46,640 |
| Recovery premium funding allocation this academic year | £9,900 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £56,540 |

Part A: Pupil premium strategy plan

Statement of intent

At Friday Bridge Primary School we believe that all pupils should have access to learning opportunities which enable them to achieve their potential.

Our key objectives for our disadvantaged pupils are:

- To ensure high standards of teaching and learning across the school- teaching is consistently evaluated as at least good.
- To develop pupil aspiration and readiness to learn.
- To support disadvantaged pupils to make rapid accelerated progress from baseline entry
- To utilise additional adults effectively in order to provide targeted academic support
- To ensure that specific interventions are in place to address early language and communication difficulties.
- To utilise interventions which are effective in addressing gaps in learning and accelerating progress
- To improve mental health and well-being of pupils
- PSHE is prioritised and is taught with consistency.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low attainment upon entry to school across all areas |
| 2 | Learning behaviours- including resilience and readiness to learn |
| 3 | Literacy development and skills- including communication, language, reading and writing. |
| 4 | Challenges affecting mental health and well-being of pupils |
| 5 | High Level of additional needs of PP pupils- SEND |
| 6 | Significant gaps in learning as a result of school closures |
| 7 | Low aspirations |
| 8 | Community Cohesion |

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 |
|---|--|
| <p>Teachers are highly, developed and skilful in identifying pupil needs and building upon what pupils know, can do and understand</p> <p>Investment in CPD for Teachers and subject leads to ensure high quality provision across the curriculum</p> | <ul style="list-style-type: none"> • Professional development of staff and subject leadership is prioritised to ensure HQT and provision. • Training and development needs are rapidly identified through appraisal to lead to improvement. • Learning gaps are quickly identified and adaptations made to teaching to target learners- scaffolding yet providing stretch and challenge. • Pupils make good or better progress and a higher % attain ARE + in RWM |
| <p>Pupils are resilient and self-motivated.</p> <p>There is a strong sense of aspiration throughout the school.</p> | <ul style="list-style-type: none"> • Effective feedback is used skilfully to scaffold learning- building upon what pupils know can do and understand. • Pupils develop metacognitive approaches which enable them to use and apply independent learning strategies. • Pupils can confidently talk about themselves as learners. • Pupils are eager to learn and are able to discuss their aspirations and achievements. |
| <p>High quality teaching in early years and KS1 leads to accelerated progress and narrowing of the gap</p> <p>Pupils make accelerated progress in R, W, M</p> <p>Increased attainment- higher % achieving ARE+</p> <p>Effective phonics teaching leads to better outcomes</p> | <ul style="list-style-type: none"> • Early years and KS1 staff training and development is prioritised to ensure that pupils have the best possible start. • There is a strong focus upon early language and vocabulary and this is effectively modelled and explicitly taught • Regular assessment shows that PP pupils are making accelerated progress in core areas • PP pupils make good progress through a systematic early reading programme (RWInc) • APDR processes are embedded and are effectively used to track and support progression of PP pupils |
| <p>Pupils benefit from phonics teaching within small groups- leading to accelerated progress</p> <p>Pupils are supported effectively within the classroom and benefit from smaller groups and adult support within core subjects</p> | <ul style="list-style-type: none"> • All staff delivering RWInc have accessed training to ensure high quality teaching • RWInc is taught systematically within small groups which are reviewed half termly to ensure progress • Adults are deployed effectively within the classroom to support teaching and learning • The gap between PP and Non PP pupils is closed |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress. |
| <p>Specific speaking and listening intervention is in place for pupils to address emerging SLCN - ELKAN</p> <p>Targeted support focuses upon communication and social skills.</p> | <ul style="list-style-type: none"> • Emerging SLCN are identified quickly and are proactively addressed. • Trained ELKAN support assistants deliver high quality Speech and Language support. • Pupil social communication needs are identified and appropriate and timely interventions are used to address these. |
| <p>Interventions demonstrate measurable impact</p> <p>Gaps in learning are identified and addressed in a timely and effective manner</p> | <ul style="list-style-type: none"> • Provision maps effectively identify pupil learning needs and ensure a robust cycle of evaluation and review. • Teaching assistants are skilful in the delivery of all interventions • Effective interventions in R, W, M address individual learning needs and supports pupil progress. |
| <p>Pupils mental health and well-being is prioritised</p> <p>ELSA trained assistants utilise strategies effectively to support pupils.</p> <p>Pupils feel safe, valued and reassured.</p> | <ul style="list-style-type: none"> • Increase in pupil attendance- no evident gap between attendance of PP and non-PP pupils • Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils. • Pupils are confident and happy- they can all name a trusted adult they can go to • Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation • Fixed term exclusions are rare. |
| <p>Pupils receive high quality PSHE provision which ensures that they develop the knowledge and awareness of key concepts and citizenship.</p> | <ul style="list-style-type: none"> • There is consistent programme for PSHE in place. • PSHE is prioritised through assemblies, displays and in lessons. • Pupils talk confidently about their learning and understanding of areas of the PSHE curriculum which they have been taught. • Pupils are able to use and apply their knowledge to wider areas of the curriculum. |

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: £ 29,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ensure that teaching and support staff have access to high quality training and development opportunities | <i>EEF- Using the Pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium</i> | 1, 2, 3, 5, 6 |
| Maintain smaller class size in KS1 and EYFS through deployment of additional support staff to provide enhanced support within core subjects | <i>Reducing class sizes- EEF+3</i> | 1, 3 |
| Additional teaching capacity in Y5/6 to release AHT and HT to provide additional focused teaching in core subjects for identified pupils | <i>Small group/ one to one tuition- (EEF +4, +5)</i> | 2, 6 |

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

Budgeted cost: £ 21,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional staff appointed to lead phonics across EYFS and KS1 Including a member of staff assigned to deliver 1:1 tuition for PP pupils to target individual gaps in learning | Phonics/ One to one tuition (EEF +4/ +5) | 1, 3, 5, 6 |

| | | |
|---|------------------------------------|------------|
| Additional adult in KS2 classes to provide small group tuition/ intervention across RWM- Including Fresh Start, RWInc comprehension, Get Writing, Attack Spelling and First Class at Number/ Arithmetic | Small group tuition (EEF +4) | 1, 3, 5, 6 |
| Targeted support for emerging SLCN through ELKAN and NELI. | Early Years Interventions (EEF +5) | 1, 3, 5, 6 |

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

Budgeted cost: £7,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Enhanced Music and Drama provision through Act II Theatre Group to promote inclusion and widen experiences for all pupils | Arts Participation- (EEF +2) | 4, 7, 8 |
| Pupils will access a range of off-site visits to enhance learning and personal development- subsidised to ensure accessibility to all. | Outdoor Adventure Learning (EEF +4) | 4, 7, 8 |
| Implement and embed a cohesive and progressive PSHE curriculum- Jigsaw- Year R-6 | Social and Emotional Learning – (EEF +4) | 2, 4 |

Total budgeted cost: £ 57,000

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.

Progress towards priorities has again been impacted by COVID 19 school closures both within this academic year and 2019-2020. There is no end of year data available for 2020 and 2021 due to the pandemic.

Focused assessment and planning has enabled gaps in learning to be identified and addressed. Pupils have benefitted from high quality provision which matches their learning needs to facilitate progression. Consequently at the end of Year 6 (2021) teacher assessment shows that of 40% pupils achieved ARE in Reading, 50% in Writing and 60% in Mathematics. This includes 40% of Year 6 pupils, eligible for Pupil Premium, who achieved ARE in RWM. This shows good progress despite disruptions to learning.

Additionally, in December 2020, 64% of Year 2 pupils met the standard for the phonics screening assessment. This includes 50% of pupils who are eligible for Pupil Premium.

School has continued to invest in high quality CPD for staff. This has included Maths Hub training, ELKAN, ELSA and additional work with SLEs and collaborative partnerships.

Support staff have accessed appropriate training and have been effectively deployed to deliver interventions and to support and scaffold learning within the classroom.

2 members of the Senior Leadership Team have completed the EEF Making the Difference for Disadvantaged Pupils project.

There have been 0 Fixed term exclusions in the past academic year.

Disadvantaged pupils were effectively supported during school closures enabling them to access remote learning and, where appropriate, attend school provision.

Externally provided programmes

| Programme | Provider |
|----------------------------|-----------------|
| Read Write Inc phonics | Ruth Miskin |
| Read Write Inc Spellings | Ruth Miskin |
| Read Write Inc Fresh Start | Ruth Miskin |
| JIGSAW | Jigsaw PSHE Ltd |
| Power Maths | Pearson |

Further information

Please read this document in conjunction with our Pupil Premium Strategy 2021-2022 which includes our 3 Year plan and our Catch up funding plan 2021-2022 for further details and termly evaluations.