

Friday Bridge Primary School

Pupil Premium Strategy 2021-2022

2021-2022		
PP Budget for academic year: £46,640	Number of pupils on roll- 98	Dates of most recent external review: April 2018 (LA) July 2018 (Ofsted) March 2020 (LA)
PP Lead- Sophie Foston Governor Lead- Geena Hird	Number of pupils eligible for PP funding – 34 % of school population- 34.7%	Dates of planned internal reviews: Autumn term 2021 Spring Term 2022 Summer Term 2022

2021-2022 Year Group	Number of pupils eligible for PP funding	PP % of cohort
Reception		
Year 1	5	26.3%
Year 2	4	26.7%
Year 3	6	46.1%
Year 4	4	36.4%
Year 5	8	57.1%
Year 6	7	38.9%
Whole School	34	34.7%

2020-2021 Summary

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.

2019 attainment (Last published data due to COVID 19)

	Achieved GLD
Reception 13 children (3 disadvantaged)	85% (67%)

Phonics Screening Check	Attained 32 or above
Year 1 14 children (5 disadvantaged)	46% (20%)
Year 2 1 child	100%

KS1 14 children (7 Disadvantaged)	Achieving expected standard or above	Achieving a higher standard
Reading	79% (86%)	21% (14%)
Writing	79% (86%)	21% (14%)
Maths	79% (71%)	14% (14%)
Combined	71% (71%)	14% (14%)

KS2 14 children (5 Disadvantage)	Achieving expected standard	Achieving a higher standard	Average Progress Scores	Average 'Scaled Scores'
Reading	50% (33%)	7% (20%)	-5	98
Writing	71% (50%)	21% (20%)	-0.2	
Maths	64% (17%)	7% (20%)	-2.2	102
R+W+M Combined	43% (20%)	7% (20%)		
Spelling Punctuation and Grammar	57%	7%		

Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2020-2023

2020-2021	2021-2022	2022-2023
<ul style="list-style-type: none"> • Funding is used to support pupils in making accelerated progress in Maths and English • Disadvantaged pupils make accelerated progress in core subjects so attainment gaps are narrowed • ADPR processes are implemented to monitor and evaluate progress of PP pupils • Parents are fully informed about the purpose of the Pupil Premium Funding in respect of additional support to boost their child’s progress, and attainment, in English and Maths. • Provision for Disadvantaged Pupils is a priority and on everyone’s agenda (staff, parents, governors) • The school website provides clear, helpful information for parents • Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues) • Monitor first aid logs and take actions to ensure disadvantaged pupils are safe <p>EYFS</p> <ul style="list-style-type: none"> • All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils • There is no gap in progress measures between PP and Non PP pupils • Planning reflects upon how PP pupils can be supported to make accelerated progress 	<ul style="list-style-type: none"> • Funding is used to support pupils in making accelerated progress in Maths and English • Disadvantaged pupils access a wide and interesting curriculum and make accelerated progress in all subjects so attainment gaps are closed. • Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues) • ADPR processes are embedded and utilised to monitor and evaluate progress of PP pupils • Core Subject leaders are able to confidently discuss and evaluate how PP is being used to support pupils in their curriculum area. <ul style="list-style-type: none"> • All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils • PP pupils are effectively supported to make rapid progress from baseline assessments to minimise the gap between PP and Non PP pupils achieving GLD 	<ul style="list-style-type: none"> • There is a narrowed gap in attainment between PP and Non PP in all core curriculum areas where there is no identified SEN. • Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences <ul style="list-style-type: none"> • There is no gap between PP and Non- PP achieving GLD (unless SEN)

Barriers to future attainment for pupils eligible for PP
Internal Barriers
Low attainment upon entry to school across all areas
Learning behaviours- including resilience and readiness to learn
Literacy development and skills- including communication, language, reading and writing.
Challenges affecting mental health and well-being of pupils
External Barriers
High Level of additional needs of PP pupils- SEND
Significant gaps in learning as a result of school closures
Low aspirations
Community Cohesion

Pupil Premium Priorities	Desired Outcomes	Success Criteria	Evaluation		
			Autumn 2021-2022	Spring 2021-2022	Summer 2021-2022
Teaching					
To ensure high standards of teaching and learning across the school- teaching is consistently evaluated as at least good.	<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"> • <i>Professional development of staff and subject leadership is prioritised to ensure HQT and provision.</i> • <i>Training and development needs are rapidly identified through appraisal to lead to improvement.</i> • <i>Learning gaps are quickly identified and adaptations made to teaching to target learners- scaffolding yet providing stretch and challenge.</i> • <i>Pupils make good or better progress and a higher % attain ARE + in RWM</i> 			
To develop pupil aspiration and readiness to learn.	<p>Pupils are resilient and self-motivated. There is a strong sense of aspiration throughout the school.</p>	<ul style="list-style-type: none"> • <i>Effective feedback is used skilfully to scaffold learning- building upon what pupils know can do and understand.</i> • <i>Pupils develop metacognitive approaches which enable them to use and apply independent learning strategies.</i> • <i>Pupils can confidently talk about themselves as learners.</i> • <i>Pupils are eager to learn and are able to discuss their aspirations and achievements.</i> 			
To support disadvantaged pupils to make rapid accelerated	<p>High quality teaching in early years and KS1 leads to accelerated progress and narrowing of the gap</p>	<ul style="list-style-type: none"> • <i>Early years and KS1 staff training and development is prioritised to ensure that pupils have the best possible start.</i> 			

<p>progress from baseline entry</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"> • <i>There is a strong focus upon early language and vocabulary and this is effectively modelled and explicitly taught</i> • <i>Regular assessment shows that PP pupils are making accelerated progress in core areas</i> • <i>PP pupils make good progress through a systematic early reading programme (RWInc)</i> • <i>APDR processes are embedded and are effectively used to track and support progression of PP pupils</i> 			
<p>Targeted Academic Support</p>					
<p>To utilise additional adults effectively in order to provide targeted academic support</p>	<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"> • <i>All staff delivering RWINc have accessed training to ensure high quality teaching</i> • <i>RWInc is taught systematically within small groups which are reviewed half termly to ensure progress</i> • <i>Adults are deployed effectively within the classroom to support teaching and learning</i> • <i>The gap between PP and Non PP pupils is closed</i> • <i>Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress.</i> 			
<p>Specific interventions are in place to address early language and communication difficulties.</p>	<p>Specific speaking and listening intervention is in place for pupils to address emerging SLCN - ELKAN</p> <p>Targeted support focuses upon</p>	<ul style="list-style-type: none"> • <i>Emerging SLCN are identified quickly and are proactively addressed.</i> • <i>Trained ELKAN support assistants deliver high quality Speech and Language support.</i> • <i>Pupil social communication needs are identified and appropriate and timely interventions are used to address these.</i> 			

	communication and social skills.				
Interventions are effective in addressing gaps in learning and accelerating progress	<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"> • <i>Provision maps effectively identify pupil learning needs and ensure a robust cycle of evaluation and review.</i> • <i>Teaching assistants are skilful in the delivery of all interventions</i> • <i>Effective interventions in R, W, M address individual learning needs and supports pupil progress.</i> 			
Wider Strategies					
To improve mental health and well-being of pupils	<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"> • <i>Increase in pupil attendance- no evident gap between attendance of PP and non-PP pupils</i> • <i>Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.</i> • <i>Pupils are confident and happy- they can all name a trusted adult they can go to</i> • <i>Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation</i> • <i>Fixed term exclusions are rare.</i> 			
PSHE is prioritised and is taught with consistency.	<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"> • <i>There is consistent programme for PSHE in place.</i> • <i>PSHE is prioritised through assemblies, displays and in lessons.</i> • <i>Pupils talk confidently about their learning and understanding of areas of the PSHE curriculum which they have been taught.</i> • <i>Pupils are able to use and apply their knowledge to wider areas of the curriculum.</i> 			

Linked Priorities	Action	Rationale	Monitoring	Staff Lead	Cost (approx./ proposed spending)	Review Date
Teaching	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>	Staff knowledge and skills should be developed to improve the quality of teaching and learning benefitting all learners leading to accelerated progress.	Learning walks Lesson observation Work scrutiny External visits Pupil Progress meetings Governor monitoring	Headteacher to identify training needs of staff through appraisal and monitoring	£ 12,000	Annually
Teaching	Maintain smaller class size in KS1 and EYFS through deployment of additional support staff to provide enhanced support within core subjects (EEF+3)	Baseline assessments often low and there are significant gaps in pupil development upon entry to early years. Additional support within the classroom and smaller groups of children will provide greater opportunity for focused support.	Assessment Monitoring of teaching and learning LA Visits SEF	Class teachers Assessment lead Headteacher	£8,000	Termly review of progress to identify impact
Teaching	All Support Staff to attend inset days and relevant training	All staff are upskilled and developed to support teaching and learning in the classroom thereby improving Quality of Teaching and Learning.	Lesson observations- focus upon support staff role Staff feedback	Appraisal Leads for TAs	£2,000	5 inset days per year + additional training to meet CPD needs
Targeted Academic support	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 (EEF +4)	Pupils benefit from small groups and this will allow for pupils to be grouped appropriately according to programme assessments thereby addressing learning needs and accelerating progress.	Phonics monitoring and coaching RWInc leader visits Phonics tracker	English Lead SLT Class teachers	£8,000	6 weekly assessments and review of groupings and pupils identified for 1:1 tuition
Targeted Academic support	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 (EEF +4)	Where there are specific gaps in learning additional intervention will be used to target these and support pupil progress across all core areas.	Provision mapping Intervention evaluations and observations Pupil progress meetings Annual report to governors	SEF English and Maths Leads Class Teachers	£8,000	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly

Targeted Academic support	Targeted support for emerging SLCN through ELKAN and NELI. (EEF +5)	Teachers quickly identify emerging SLCN and ensure that there is targeted intervention and support in place to address these.	Provision mapping CLL assessments Observations Pupil discussion Assessment	SENCo English Lead Class Teachers SLT	£2,000	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly
Wider strategies	Enhanced Music and Drama provision through Act II Theatre Group to promote inclusion and widen experiences for all pupils (EEF +4)	Access to a wide and varied music curriculum develops pupil knowledge, skills and appreciation of music. Involvement in the whole school production is important in developing language and communication skills and increasing confidence. As a whole school, parental event this is also important in developing community cohesion and parental engagement.	Pupil interview Parental questionnaires Governor visits	KG (Music Lead)	£4,000	Annually
Wider strategies	Pupils will access a range of off-site visits to enhance learning and personal development- subsidised to ensure accessibility to all. (EEF +4)	All children are able to be involved in visits, including outdoor adventure experiences, which support their learning and provide enrichment opportunities and develop cultural capital	Pupils feedback Teacher evaluation of visits Topic discussions	Class Teachers	£2,000	Enrichment visits to enhance topics across a range of subjects. KS2- 1 residential per year
Wider strategies	Implement and embed a cohesive and progressive PSHE curriculum- Jigsaw- Year R-6 (EEF +5)	There is a consistent approach to PSHE. Pupils develop knowledge and understanding of areas of personal, social, health and economic development and this in turn supports their wellbeing and understanding of citizenship.	Assemblies Pupil voice Teacher evaluation Learning walks	Class teacher PSHE Lead	£1,000	Review impact half termly
		Total			£ 47,000	