

Pupil premium strategy statement – Bridport Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|-------------------------------|
| Number of pupils in school | 311 288 |
| Proportion (%) of pupil premium eligible pupils | 22% 23% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2023-24 2024-25 2025-26 |
| Date this statement was published | 31.12.23 |
| Date on which it will be reviewed | 09.11.24 10.11.25 |
| Statement authorised by | Michaela Kite |
| Pupil premium lead | Flo Le Gassick |
| Governor / Trustee lead | Mike Young/ Anna Reeve |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £78570 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £0 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| 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> | £78570 |

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive rural and coastal primary school, our intention is to provide an ambitious, enjoyable and supportive learning environment rooted in high quality teaching for all. Our ultimate goal is that no child is left behind academically, or socially, because of disadvantage; removing barriers to learning is at the heart of our Pupil Premium strategy. We understand that needs and costs will differ depending on the barriers to learning that need to be addressed. Therefore, we identify the barrier to be addressed and the provision required, and allocate a budget accordingly. Through rigorous tracking, careful planning and targeted support and intervention we strive to remove the soft bigotry of low expectations and raise lifelong aspirations so that our children are provided with opportunities to enjoy academic success.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Raise the profile of disadvantaged students across both key stages |
| 2 | Raise the attainment of lower achieving boys |
| 3 | Improve the attendance of PP children through relationships with parents and pupils |
| 4 | Improve attainment in reading by developing teaching strategies |

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 |
|---|--|
| Raise the profile of disadvantaged students across both key stages | <ul style="list-style-type: none"> All teachers and teaching assistants know who the PP children are in their year group Teachers prioritise PP children when marking books and questioning in class discussions Teachers prioritise PP children for pre-teach in maths All PP children are offered extra-curricular activities PP children are consulted about the clubs they want to attend Teachers have high aspirations for PP children Increased engagement is evident in classroom observations and progress data PP data is in line with non-PP data |
| Raise the attainment of lower achieving boys | <ul style="list-style-type: none"> The gap between PP and non-PP boys will be narrowed Wellbeing has improved due to attainment improving for target group Learning walks show that boys are engaging in their learning and their behaviour has improved Meta-cognitive strategies are introduced to help students learn about their learning (Metacognitive talk Walkthru p82 yellow) Maths mastery is used from EYFS to KS2 Teachers prioritise PP children for pre-teach in maths |
| Improve the attendance of PP children through relationships with parents and pupils | <ul style="list-style-type: none"> PP children are offered support from the FSW/Nurture TA/DH as appropriate Leaders are proactive in tackling persistent absentees Leaders and teachers work with families to identify barriers to attendance Whole school attendance will be up to 95%; PP attendance will be up to 93% Teachers have engaged with Rosenshine's Walkthrus (positive relationships) |

| | |
|---|--|
| | <ul style="list-style-type: none"> Wellbeing survey shows that PP children are in line with non-PP children in terms of mental wellbeing; how they feel about school; managing emotions ELSA entry, midpoint and exit data shows an improvement in attendance |
| Improve attainment in reading by developing teaching strategies | <ul style="list-style-type: none"> Staff are consulted to consider the teaching strategies which work best – reframe rather than reinvent ideas Teachers have engaged with Rosenshine’s Walkthrus (building a culture of reading) PP students can read at or above chronological age by the end of KS2 PP data in reading is in line with non-PP Whole staff approach boosts the status of reading: the Bank of Dreams and Nightmares project, pupil-led book club; reading in the story chair at lunchtime; bookmarks in celebration assembly; daily story time in all classes; weekly book recommendation on Facebook; teachers regularly promoting a love of reading |

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: £ 25000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Raise the profile of disadvantaged students across both key stages | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 1 |
| Raise the attainment of lower achieving boys | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths | 1, 2, 4 |

| | | |
|---|--|---------|
| | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | |
| Improve the attendance of PP children through relationships with parents and pupils | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 1, 3 |
| Improve attainment in reading by developing teaching strategies | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 1, 2, 4 |

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

Budgeted cost: £ 40 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Raise the profile of disadvantaged students across both key stages | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 1 |
| Raise the attainment of lower achieving boys | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 1, 2, 4 |

| | | |
|---|--|---------|
| | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | |
| Improve the attendance of PP children through relationships with parents and pupils | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 1, 3 |
| Improve attainment in reading by developing teaching strategies | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 1, 2, 4 |

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

Budgeted cost: £ 15 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Raise the profile of disadvantaged students across both key stages | | 1 |
| Access to clubs, extra-curricular activities, roles and opportunities | <p>Outcomes for children who are able to take part in extra-curricular clubs and activities including the 'arts' are improved (EEF report on Arts participation). Can also support children to re-engage in their learning and improve well-being, feel valued and play an active part in school life.</p> <p>Children are fed and prepared for the day through breakfast club.</p> | 1,2,3,4, 5 |

| | | |
|---|--|---------|
| Financial support for trips and visits | Learning outside the classroom is a key part of school life and a pupil's financial background should not be a barrier to this. All trips and visits are linked to the curriculum and play an important part in their schooling. | 1,2,3,4 |
| Raise the attainment of lower achieving boys | | 1, 2, 4 |
| Improve the attendance of PP children through relationships with parents and pupils | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 1, 3 |

Total budgeted cost: £ 80 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2022-2023, 12 children were PP. 50% of PP pupils met the expected standard in reading and grammar, 33% in maths and 67% in writing at key stage two.

In 2023-2024, 12 children were PP. 54% met expectations in grammar, 75% in reading, 54% in maths, 75% in writing.

Externally provided programmes

| Programme | Provider |
|-------------------------------|-------------------------------|
| Walkthrus | Tom Sherrington |
| Bank of Dreams and Nightmares | Bank of Dreams and Nightmares |
| RWI | Oxford Owl |
| Words First | |
| Cornerstones | Maestro |
| Maths mastery | NCETM |
| CAMHS | Relate |
| Talk 4 Writing | |
| Times Tables Rock Stars | |
| Nessy | |