

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St Bridget's C.E Primary School
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	8% (34/426 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024 (new template adopted 2021)
Date this statement was published	December 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Neil Le Feuvre
Pupil premium lead	Neil Le Feuvre/R Ross/A Coughlin
Governor / Trustee lead	Sarah Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49950
Recovery premium funding allocation this academic year	£ 10287
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£60237

Part A: Pupil premium strategy plan

Statement of intent

Aims

- To reduce the attainment gap between disadvantaged pupils and their peers.
- To support the well-being and mental health of all our pupils during and following this disrupted period in their lives.
- To raise the attainment of all pupils to close the gap created by Covid-19 school closures.

Principles

- We will teach a broad and balanced curriculum in all subjects to all our children, including learning from enrichment and wider experiences, such as educational visits and visitors to the school.
- We are committed to evidence-informed practice and will base all decisions relating to Pupil Premium upon robust evidence and professional expertise.
- We will base any intervention on robust and diagnostic assessments of what pupils know and understand as well as unpicking misconceptions and insecure knowledge, enabling effective support to be put in place.
- Our Covid Recovery strategy will align with our Pupil Premium

Evidence Informed Tiered Model

We will be utilising the EEF's recommended Tiered Planning Model to target recovery provision in the following areas:

- Quality first teaching – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches.
- Targeted academic support – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in 'catching up'. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.
- Wider support – these strategies will focus upon 'levels to attainment' including: mental health and emotional well-being; learning behaviours and social and emotional learning; attendance and punctuality; and family support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor oral language skills leading to lower outcomes. Further up the school this has impacted on children's spelling.</p> <p>Baseline in reception shows increasing need for pupils to develop better social and oral skills.</p>
2	<p>Lockdown has supported children working on an individual level but this impacted on how they communicate and collaborate in the class with their peers.</p>
3	<p>Lack of reading beyond the classroom and exposure to a wide range of literature has impacted on reading engagement, fluency and comprehension skills.</p>
4	<p>A range of additional needs that impact on children's wellbeing in school including SEND, attachment and childhood trauma.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 31 pupils (20% of whom are disadvantaged) currently require additional support with social and emotional needs, with 31 (20% of whom are disadvantaged) receiving small group or individual interventions.</p>
5	<p>Gaps in learning due to Covid-19 such as:</p> <p>Opportunities for extended writing were limited due to Covid and this has impacted spelling, writing stamina and effective use of grammar.</p> <p>Some aspects of the curriculum were limited due to working on line such as practical and investigative work in maths, science, DT, music and the opportunity for trips and visits.</p>

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
1) Improved oral language skills and vocabulary among disadvantaged pupils. Improved spelling skills.	Assessments and observations indicate significantly improved oral language and spelling among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2) Improved collaboration amongst pupils	Assessments and observations indicate significantly improved collaboration among disadvantaged pupils.
3) Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes of disadvantaged pupils meet the expected standard or exceed ARE in line with their targets.
4) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant reduction in specific behaviour concerns a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
5) Children that had gaps in learning from the extended period of time off school will have made significant progress.	The gap will be diminished evidenced by assessment both formative and summative.

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: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All intended outcomes</p> <p>Purchase of standardised diagnostic assessments for use across school.</p> <p>CPD for all staff in the effective use of both formative and summative assessment and feedback.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>The EEF guidance suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	12345
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>All staff will embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1 2

<p>All staff will model the use of high-quality academic vocabulary in their classrooms supported through the use of Chris Quigley's work on tier words and subject specific vocabulary.</p> <p>CPD for all teachers and teaching assistants in the effective use of dialogic activities across the curriculum.</p> <p>CPD for all teachers and teacher assistants in the effective use of synthetic phonics</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Improved collaboration amongst pupils</p> <p>All staff will embed the use of collaborative teaching approaches across the curriculum.</p> <p>All staff will be explicitly trained in using and encouraging collaborative approaches in line with EEF toolkit guidance.</p> <p>All staff will be trained to use techniques including cold calling and other tools to support retrieval practice using guidance and training from Tom Sherrington into Rosenshine's Principles in Action.</p> <p>All staff will be engaged in continued training into the development of metacognitive</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://teacherhead.com/2018/06/10/exploring-barak-rosenshines-seminal-principles-of-instruction-why-it-is-the-must-read-for-all-teachers/</p> <p>https://teacherhead.com/2018/09/17/to-address-underachieving-groups-teach-everyone-better/</p> <p>https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice https://teacherhead.com/2021/02/07/cold-calling-the-1-strategy-for-inclusive-classrooms-remote-and-in-person</p> <p>The EEF highlights that the potential impact of metacognition and self-regulation approached is 7 months progress.</p>	2

<p>teaching strategies and the development of self-regulated learners to support the focus on positive collaboration.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Improved reading attainment among disadvantaged pupils.</p> <p>CPD for all staff in teaching reading and the selection of high-quality texts in line with the research from Doug Lemov into the 'Five Plagues of Reading'</p> <p>Continued review of reading areas and the purchase of a rich and diverse range of high-quality texts to ensure equity of reading provision for all children</p> <p>Implement 'Accelerated Reading' to ensure children have wide access to high quality texts carefully matched to their reading level.</p> <p>CPD for all staff in the in whole class reading/ comprehension skills and phonics</p>	<p>Cultural capital is identified as the biggest barrier for disadvantaged pupils making higher rates of progress. Using high quality texts will ensure that all children have access to quality literature.</p> <p>https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p> <p>https://teachlikeachampion.com/wp-content/uploads/5-Plagues-Reading-Spine.pdf</p> <p>Early trials of the Accelerated Reading programme indicate a positive impact of 5-7 months progress.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>The EEF use the Scarborough's Reading Rope to provide a model to illustrate reading as a composed of multiple strands. Word recognition and language comprehension are the two main strands composed of several sub strands that through teaching and practice become increasingly more strategic, automatic and coordinated. Reading comprehension strategies have an EEF padlock 4 rating and can accelerate learning by +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3</p>

<p>CPD for all staff to implement research guidance from the EEF into improving literacy from EYFS through to key stage 2.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Both EEF reports focus on the on pedagogy and approaches to support the literacy development of pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
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<p>Children that had gaps in learning from the extended period of time off school will have made significant progress.</p> <p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance through CPD including training and funding teacher release for in-class coaching.</p> <p>Funded teacher and TA release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery and subject knowledge training).</p> <p>Funded teacher and TA release time to engage in in class coaching and support for enhancing teaching in writing to develop stamina and effective implementation of EEF literacy guidance (linked above)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/</p> <p>The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>EEF guidance states that ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>5</p>
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<p>Children that had gaps in learning from the extended period of time off school will have made significant progress.</p> <p>Funding of additional teacher to support the facilitation of smaller class sizes in identified year groups with significant need.</p> <p>Funding of additional TA to facilitate support for children identified as needing additional in-class support and implementation of EEF research into best practice in the use of TAs</p>	<p>EEF research identifies a modest impact on pupil progress when reducing class sizes. Research notes the advantage of facilitating increased pupil teacher interaction and flexibility of organising learners. International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>EEF recommendations identify the strength of TAs as a resource to ensure teachers can work with vulnerable pupils and support the implementation of high-quality research backed interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	12 3 5

whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Funding of additional specialist literacy support assistant hours to provide targeted intervention that provides fidelity for those children identified with gaps in phonics and literacy	'Schools should use structured interventions with reliable evidence of effectiveness' and use them with fidelity. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	12 3 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 3
Enhanced music curriculum to support children to play a musical instrument through reduced/covered lesson costs. Funded theatre experiences and visits Funded author visits	EEF guidance finds: 'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5

Funded external support from Hi Impact for enhanced practical science and technology investigative and practical opportunities	EEF research guidance identifies ‘There is strong evidence of a link between economic disadvantage and attainment in science, which in turn is a significant barrier to further participation in science subjects. If approaches can be identified which successfully boost attainment, this barrier can be reduced’ https://educationendowmentfoundation.org.uk/guidance-for-teachers/science A report from the EEF into primary science is due for publication in 2022	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review of barriers to learning and external reports and recommendations. Create individual plans to identify individual priorities to support children’s mental health and well-being.</p> <p>Funded additional SEMH support for identified children using Thumbs Up social and emotional support and CBT therapist</p> <p>Funding for Heartsmart character development-based teaching and learning toolkit</p>	<p>The studies in the EEF Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. EEF research indicates these interventions can have 4 months positive impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 2
Funding for a designated learning mentor to provide targeted support for pupil premium	EEF guidance states ‘an inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils. ‘	4,2, 5

<p>children through family/specialist liaison and specific interventions including:</p> <p>Lego therapy</p> <p>Fine motor skills</p> <p>Mindfulness</p> <p>Mental health journals</p> <p>Circle of friends</p> <p>Attendance monitoring</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Funded school clubs including sports clubs, chess clubs to ensure all children have access to a wide range of opportunities and experiences.</p> <p>Funded school trips and residential to give all children the chance to experience new and challenging activities and experiences.</p>	<p>EEF identifies these opportunities as 'These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.</p> <p>Current research continues to look into the lasting impact of specific opportunities.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	4
<p>Development of sensory nurture space for vulnerable children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>There are a number of case studies that point to the positive benefits of the availability of sensory rooms to support children who are vulnerable. Information from the National Autism Society also backs up the benefits of a sensory space.</p> <p>https://www.lancsngfl.ac.uk/projects/gp_award/download/file/stPeter.006.006.pdf</p> <p>https://nationalautismresources.com/school-sensory-rooms/</p>	4

Total budgeted cost: £ 61000

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.

Overview:

Spending on Pupil Premium children is based on evidence-based practice provided by the Education Endowment Fund. We review strategies each year and make informed decisions about those strategies which provide the most impact for our Pupil Premium children.

What worked well: •

Providing additional opportunities in the curriculum such as chess and music

- Providing and offering individual lessons for music for children
- Ensuring all children access all educational visits regardless of ability to pay
- Targeted social and emotional support provided by Thumbs up.
- The learning mentor that provides continuity across the school for all children to access.
- Heart Smart has worked well and is now embedded into the curriculum and is used to support children with emotional regulation.
- Specialist literacy provision has now been incorporated in-house as St. Bridget's staff are now experienced and fully trained to provide this bespoke literacy support. This means that the school has an increased capacity as compared to when only Orrets Meadow Outreach was used as specialist literacy provision.

Greasby Pastoral Support service to support families with additional needs

Additional staffing in identified year groups where there is greater need.

Access to the LA Mental Health Team to support families with additional challenges

Co-coaching in school in Literacy and Maths

Work with the LA Attendance Officer to improve attendance for targeted children

What was changed:

- Music and Chess provision was reinstated
- Educational visits were reinstated

Official data taken from 2022

Data in this table have been suppressed on this publicly shared document due to the size of the group.

A copy of this strategy containing data is held securely within school.

Year	No of PP pupils	Reading WTS	Reading ARE	Reading GDS		Writing WTS	Writing ARE	Writing GDS		Maths WTS	Maths ARE	Maths GDS
7												
6												
5												
4												
3												
2												
1												
R												
	Concern											
	Good											

1. Over the last few years the majority of children eligible for funding leaving St. Bridget's met or exceeded national targets.
2. In Year 1 phonics in 2022, 100% of children of pupils met the expected standard.
3. In Key Stage 1 SATs 2022, 90% of pupils met or exceeded their age-related expectations in reading and 70% in writing and 87% of pupils met or exceeded their age-related expectations in maths. All children met ARE and 1 met GDS in reading, 2 children met ARE and 2 were WTS, all children met ARE and 1 met GDS in maths.

4. In Key Stage 2 SATs 2022.92% of pupils met or exceeded their age-related expectations in reading and 89% in writing and 94% of pupils met or exceeded their age-related expectations in maths. All PP children met ARE and 4 met GDS in reading and maths. 2 met GDS in writing.
5. Two ½ day exclusions of the same pupil were needed to support improved behaviour and improved learning.
6. No child was excluded from an activity due to financial constraints.
7. Assessments and support were provided quickly and actioned when appropriate.
8. Improved opportunities for all pupils.

Externally provided programmes

Programme	Provider
<ol style="list-style-type: none"> 1. Access to the LA Mental Health Team. (Working with 2 families) 2. Access to Thumbs Up (Cognitive Behavioural Therapy) for individual children. (Working with over 20 children across the school) 3. Access to Thumbs up for groups of children. 4. Art Therapy provided through the LA. 5. L.A attendance officer (working with 3 families) 6. Access to the Greasby Pastoral Service - a bought in service for hard to reach families or families in need of additional support in the home. (Working with 2 families) 7. Access to Family Toolbox to sign post parents for online support – some parents access this independently before asking for additional help. 8. A specific teaching assistant is assigned to make contact and track the children throughout the school, liaising with the class teacher. Her role is varied from supporting homework, to making time to support emotional needs, to providing Lego therapy when needed. This teaching assistant meets with the Head and SENCO formally each half 	<ol style="list-style-type: none"> 1. LA Mental Health Team. 2. Thumbs Up 3. Access to Thumbs up. 4. Art Therapy provided through the LA. 5. L.A attendance officer 6. Access to the Greasby Pastoral Service 7. Access to Family Toolbox 8. A specific teaching assistant support her role in understanding the complex needs of the children.

term and daily when needed. From these meetings additional needs are identified. The teaching assistant has received substantial training mainly online to support her role in understanding the complex needs of the children.	
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Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funded Residential Trip Supported funding of before and after child care
What was the impact of that spending on service pupil premium eligible pupils?	Supported financial stability through supporting parents in accessing work. SEMH support and improved well-being for children.

Further information (optional)

No child is excluded from any school activity due to financial constraints or resourcing:

- Laptops provided to all children lockdown which exceeded the number provided by the DFE
- Extra -curricular activities paid for where identified
- Wider opportunities funded for children where need identified