

Pupil premium strategy statement – Bridport Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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
Proportion (%) of pupil premium eligible pupils	22%
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
Statement authorised by	Michaela Kite
Pupil premium lead	Flo Le Gassick
Governor / Trustee lead	Anna Reeve

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 78,570
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>	£ 78,570

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

	<ul style="list-style-type: none"> • 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) • 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: £ 52 000

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	1, 2, 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 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-sei	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: £ 13 000

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	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1, 2, 4

lower achieving boys	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 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: £ 13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise the profile of disadvantaged students across both key stages		1

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-se/	1, 3
Improve attainment in reading by developing teaching strategies		1, 2, 4

Total budgeted cost: £ 78 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

At Bridport Primary School we recognise that not all disadvantaged students are included in PP or SEND lists and we endeavour to ensure that we include all students who are experiencing a disadvantage from their peers. We have given laptops to all who needed them through the lockdowns, moved to TEAMS teaching when students couldn't come in to school, and made extensive checks on all students through the pandemic to make sure that students and parents felt supported through what has been an extraordinary period.