

# 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 (Dec 2024) 289 (March 2025)
Proportion (%) of pupil premium eligible pupils	22% 23% 21% (March 2025)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	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 (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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"> <li>• All teachers and teaching assistants know who the PP children are in their year group</li> <li>• Teachers prioritise PP children when marking books and questioning in class discussions</li> <li>• Teachers prioritise PP children for pre-teach in maths</li> <li>• All PP children are offered extra-curricular activities</li> <li>• PP children are consulted about the clubs they want to attend</li> <li>• Teachers have high aspirations for PP children</li> <li>• Increased engagement is evident in classroom observations and progress data</li> <li>• PP data is in line with non-PP data</li> </ul>
Raise the attainment of lower achieving boys	<ul style="list-style-type: none"> <li>• The gap between PP and non-PP boys will be narrowed</li> <li>• Wellbeing has improved due to attainment improving for target group</li> <li>• Learning walks show that boys are engaging in their learning and their behaviour has improved</li> <li>• Meta-cognitive strategies are introduced to help students learn about their learning (Metacognitive talk Walkthru p82 yellow)</li> <li>• Maths mastery is used from EYFS to KS2</li> <li>• Teachers prioritise PP children for pre-teach in maths</li> </ul>
Improve the attendance of PP children through relationships with parents and pupils	<ul style="list-style-type: none"> <li>• PP children are offered support from the FSW/Nurture TA/DH as appropriate</li> <li>• Leaders are proactive in tackling persistent absentees</li> <li>• Leaders and teachers work with families to identify barriers to attendance</li> </ul>

	<ul style="list-style-type: none"> <li>• Whole school attendance will be up to 95%; PP attendance will be up to 93%</li> <li>• Teachers have engaged with Rosenshine's Walkthrus (positive relationships)</li> <li>• 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</li> <li>• ELSA entry, midpoint and exit data shows an improvement in attendance</li> </ul>
Improve attainment in reading by developing teaching strategies	<ul style="list-style-type: none"> <li>• Staff are consulted to consider the teaching strategies which work best – reframe rather than reinvent ideas</li> <li>• Teachers have engaged with Rosenshine's Walkthrus (building a culture of reading)</li> <li>• PP students can read at or above chronological age by the end of KS2</li> <li>• PP data in reading is in line with non-PP</li> <li>• 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</li> </ul>

## 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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1
Raise the attainment of lower achieving boys	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1, 2, 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	
Improve the attendance of PP children through relationships with parents and pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	1, 3
Improve attainment in reading by developing teaching strategies	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1
Raise the attainment of lower achieving boys	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	1, 2, 4

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

**Total budgeted cost: £ 80 000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*All teachers and TAs know who the PP children in their class are; they also know who their “disadvantaged” children are so that they can ensure that these children are given appropriate support. PP/disadvantaged children are prioritised for boosters in Year 6, clubs and extra-curricular opportunities; teachers actively encourage these children to sign up for clubs. In Year 6, teachers support PP children to start their own pupil-led clubs.*

*In our whole school Walkthrus CPD, SLT (and teachers) identify the PP/disadvantaged children in the class and monitor their engagement in lessons. Support is offered where necessary.*

*The headteacher continues to work with families to identify barriers to attendance and support where necessary. PP attendance is currently 93.6% compared to whole school attendance which is 94.6% .*

*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.*

*In the last 12 months:*

*15 children are receiving free, half price or subsidised music lessons*

*48 children have had extra Forest School nurture group sessions*

*41 children have had regular ELS or Nurture support (1:1 or in groups, as appropriate) with our Family Support Worker and/or our Nurture TA*

*All PP children in Year 5/6 have had residential trips subsidised (half price)*

*Review March 2025:*

*PP attendance is 94% compared to non-PP at 96%.*

*2025 mock results for KS2 SATs are: 50% spag (compared to 49%), 43% maths (compared to 37%) and 57% reading (53%). 2 PP children have EHCPs, 50% have SEN and one child is EAL.*



2025 mock results for KS1 SATs are: 25% reading (compared to 56%), 0% SPAG (compared to 30%) and 25% maths (compared to 56%). 7/8 PP children have SEN (1 has an EHCP).

March 2025:

15 children are receiving free, half price or subsidised music lessons

44 children have had extra Forest School nurture group sessions

47 children have had regular ELS or Nurture support (1:1 or in groups, as appropriate) with our Family Support Worker and/or our Nurture TA and/or outside agencies (Green Sparks)

33 children have attended extra-curricular activities for free

All PP children in Year 5/6 have had residential trips and swimming lessons subsidised (half price)

## 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	