

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bridgeview
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	89.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 2023/24
Date this statement was published	28/09/22
Date on which it will be reviewed	29/09/23
Statement authorised by	Amraz Ali
Pupil premium lead	Maria Hope
Governor / Trustee lead	Lesley Broughton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,923
Recovery premium funding allocation this academic year	£17, 400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring	£7,403 (50%) £7,403 (50%)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,129

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the SEN challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and reach their full academic potential.

Our vulnerable pupils face at least one or more of the following challenges

- ACEs (adverse childhood experiences)
- those who have a social worker
- have high mobility in educational settings
- had very poor attendance prior to entering our school
- undiagnosed needs due to CAMHs waiting list
- have long travel times to school many over 45 minutes

At the heart of our approach is high quality teaching removing barriers to learning and the ceiling to expectations for disadvantaged pupils.

We are forensic at identifying pupils academic, social and emotional needs. This is to ensure that

- we maximise learning time and increase levels of engagement
- provide pupils with a nurturing environment to prepare them and ensure they are ready for the school day
- all disadvantaged pupils are appropriately challenged and feel success
- prepare disadvantaged pupils for their next stage in education to increase chances to succeed

## Challenges

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

Challenge number	Detail of challenge
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1	Starting points for disadvantaged pupils indicate that they are reading significantly below age related expectations
2	Our disadvantaged pupils who have social care involvement, a high mobility of educational settings and a long journey times to school frequently arrive at school not ready to learn
3	Our disadvantaged families find it more difficult to attend school events and attend curriculum workshops
4	Our disadvantaged pupils historically have gaps in their learning due to high mobility of education settings, attendance and a restricted curriculum in previous setting due to their SEN needs
5	Our disadvantaged pupils have typically experienced trauma in their home and school lives, being exposed to more childhood ACEs than their peers

## 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
Increased outcomes for pupils in reading	Assessment and reading ages indicate disadvantaged pupils make progress. This is evident when triangulated with other sources of evidence – engagement in lessons, book scrutinies and ongoing assessment.
Increase in pupil engagement, readiness for learning and self regulation.	Disadvantaged pupils demonstrate a positive attitude on entry. They are regulated and can communicate their feelings/emotions. Calm environment where pupils are ready to learn and allow others to learn.
Our disadvantaged families will show positive engagement with school life and a higher attendance to events and activities throughout the year.	Higher attendance to school events for disadvantaged families. Improved relationships between families and school. Positive outcomes from parent surveys. A range of events for disadvantaged families to attend.
Close the gaps in learning for disadvantaged pupils.	Assessment indicate disadvantaged pupils make progress and narrow the gaps towards their chronological age or expectations. This is evident when triangulated with other sources of evidence – engagement in lessons and targeted interventions, book scrutinies and ongoing assessment.
Disadvantaged pupils will make progress toward their personal development targets	SEMH assessment tool demonstrates progress made. Pupils achieve their half termly targets. Disadvantaged pupils build

and know how to successfully either co or self regulate.	positive relationships with their emotionally available adults.
Increase outcomes for pupils in mathematics	Assessment of mathematics including times tables indicate disadvantaged pupils make progress. This is evident when triangulated with other sources of evidence – engagement in lessons, book scrutinies and ongoing assessment.

## 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: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional Bug Club phonics books, online resources and training package	Phonics approaches have a strong evidence base that indicate a strong impact of the accuracy of word reading particularly for disadvantaged pupils	1, 3, 4
Continued training for staff to ensure whole school approach to behaviour, relationships and trauma informed emotional support Fund teacher release time	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Research shows both targeted interventions and universal approaches have positive overall effects on disadvantaged pupils.  EEF	2,4, 5
Purchase White Rose workbooks for all pupils. Order practical resources Training from White Rose for whole staff team	Research shows teachers need strong subject knowledge and a good understanding of assessment to build on pupils existing knowledge and use manipulatives to promote independent skills.  EEF	4,5

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the National Tutoring Programme -School Led to target specific needs and knowledge gaps to support disadvantaged 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: and in small groups.	1,3, 4

	EEF	
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: EEF	1, 2, 4
Additional reading and times table sessions targeted at disadvantaged pupils who require further support	The use of structured interventions can supply additional support to develop pupils independence and motivation EEF	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
Consultant time from Sensory Champion through Humber Teaching NHS to work with identified behaviour leads to support sensory processing needs of disadvantaged pupils Purchase resources Fund for staff training	Research shows that when the sensory needs of pupils are met pupils are more able to regulate their behaviour, engage in lessons and access the full curriculum.	2, 3, 5
Interventions to support pupils to develop self regulation strategies to prepare them for learning Purchase resources	Metacognition and self regulation approaches to teaching support pupils to think about their own learning more explicitly EEF	2, 5
Select a range of engaging and interactive events and workshops. Purchase resources Fund for teacher release time	Parents engagement has a positive impact on disadvantaged pupils. Research shows it is crucial to engage with parents through a range of medias EEF	2, 3, 5
Enhance the provision with a variety of	Research shows that explicit teaching and self regulatory strategies support	1,2,4,5

regulation spaces and alternative learning environments Purchase resources	pupils to manage their own learning and overcome challenges. EEF	
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**Total budgeted cost: £ ,000**

## 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 2022 to 2023 academic year.

Continued fidelity to a validated phonics and early reading scheme and disadvantaged pupils demonstrated positive engagement due to interactive online materials which promoted progress. Materials were accessible in the home ensuring paper book reading was not a barrier to learning. Catch up interventions in reading and phonics shows the majority of disadvantaged pupils increased their reading age bringing them more in line with their peers.

Continued whole school staff training to further develop teacher confidence and knowledge. Lesson observations supported the confidence in teachers knowledge and phonics teaching skills.

Staffs' knowledge and understanding of trauma informed approaches and strategies has improved their relationships with disadvantaged pupils. Pupils are more able to co regulate with a trusted adult limiting the amount of education time lost.

Pupils now have a better understanding and recognise which regulation strategies to us and what works best for them.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Bridgeview have not purchased any non-DfE programmes in the last academic year.	



