

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	75
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25
Date this statement was published	17/10/24
Date on which it will be reviewed	29/09/25
Statement authorised by	Nicola Witham
Pupil premium lead	Maria Hope
Governor / Trustee lead	Lesley Broughton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,240
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	£

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
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 including reading ages and phonic phases 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. Sensory and regulation interventions to support pupils to manage behaviour and support regulation.
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. Increased levels of engagement at parent workshops. As a result parents are more familiar with the school curriculum and are better able to support pupils at home.
Close the gaps in learning for disadvantaged pupils.	Assessments 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.

<p>Disadvantaged pupils will make progress toward their personal development targets and know how to successfully either co or self regulate.</p>	<p>SEMH assessment tool demonstrates progress made. Pupils achieve their half termly targets. Disadvantaged pupils build positive relationships with their emotionally available adults.</p>
<p>Increase outcomes for pupils in mathematics</p>	<p>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.</p>
<p>Good or better attendance for disadvantaged pupils</p>	<p>All pupil have good and or improved attendance. Raising Attendance Contracts are effective in supporting families with strategies for improving attendance.</p>

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Open new school library to provide access to families to borrow high quality texts. Regular family stay and read sessions in the new library space.	1 in 3 children and young people aged 8 to 18 said that they enjoyed reading in their free time in 2024. The mindful readers included those who read because it helps them relax 56.6%. Those were reading made them feel happy 41%. Around 1 in 4 said that reading made them feel confident 26% or help them with problems. Children and young peoples reading in 2024 Report.pdf Literacy Trust 2024	1, 3, 4, 5
Appoint lead teacher for reading with a focus on reading for pleasure, reading fluency and improving outcomes.	Reading Fluency Resource 1.0.pdf EEF	1,3
Continued training for staff to ensure whole school approach to behaviour, relationships and trauma informed emotional support. Fund teacher release time for training	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
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional speech and language sessions Purchase resources CPD release time for staff	The ShREC approach – Four evidence informed strategies to... EEF	1, 3, 4, 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: EEF	1, 2, 4
Additional reading and times table sessions targeted at disadvantaged pupils who require further support Purchase resources CPD	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: £ 21,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Implement Barnardos Wrap sessions for parent/carers Continued CPD for practitioners Resources and travel needed for parent events	WRAP® to support pupils - Barnardos	3, 4, 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
Extend the range of regulation spaces to meet the sensory needs of disadvantaged pupils including introduction of sensory gym	Research shows that explicit teaching and self regulatory strategies support pupils to manage their own learning and overcome challenges. Self-regulation strategies EEF EEF	1,2,4,5

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 2024 to 2025 academic year.

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.	