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	Bridgetown Primary School
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	16% 56 pupils
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028 (reviewed and adapted annually)
Date this (reviewed) statement was published	May 2026
Date on which it will be reviewed	May 2027
Statement authorised by	Mark Szortowski
Pupil premium lead	Yacine Cathline
Governors	Liz Tooze Lara Bakewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,625
Recovery premium funding allocation this academic year	£0 (funding ceased 2024)
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	£113,625

Part A: Pupil premium strategy plan

Statement of intent

Our vision for disadvantaged pupils at Bridgetown School is that they are at the heart of the Bridgetown community and feel engaged and represented. Whilst there are many specific, targeted provisions outlined in this plan, the overall aim is to ensure that quality first teaching ensures that all pupils can access their learning and overcome any barriers they are faced with. In addition to academic support, we aim to invest in pupils' cultural capital and to ensure that they have equal access to the curriculum. The mental health and wellbeing of all, but especially our most disadvantaged pupils, is key to pupil engagement and this is a key area of focus.

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to close the attainment gap between disadvantaged pupils and their peers, particularly in reading and writing. High-quality teaching is at the heart of our approach, supported by targeted academic support and wider strategies that address barriers to learning.

As a result of many of the identified barriers, poor pupil engagement is evident in some disadvantaged pupils. For many, this is a significant factor which limits their progress, motivation to learn and willingness to engage in school life.

Attainment summary

School assessment information indicates that attainment across reading, writing and maths varies between year groups, with **maths generally the strongest subject and writing the weakest**. Writing outcomes are lower than reading in most year groups, particularly in **Key Stage 1**.

Analysis of pupil groups shows that **pupil premium pupils attain significantly below their peers in most year groups**, particularly in **reading and writing**. This gap is most evident in **Year 1, Year 2 and Year 3**, where attainment for pupil premium pupils is notably lower than the whole cohort. While some improvement is seen in **Year 4**, attainment remains inconsistent across the school.

Gender patterns indicate that **girls outperform boys in reading and writing**, while **boys tend to perform more strongly in maths**. Pupils with **SEND also attain below their peers**, particularly in writing.

These outcomes suggest that the school should prioritise **improving writing outcomes, closing the attainment gap for pupil premium pupils, and strengthening early literacy and language development**, particularly in the lower years.

Barriers

Based on assessment data, teacher observations and school context, the following barriers have been identified for disadvantaged pupils.

Barrier 1: Lower English and Maths Attainment

Assessment data indicates that disadvantaged pupils achieve **significantly lower outcomes in phonics, reading, writing and oracy**. In **Maths**, pupils' outcomes are lower in fluency and reasoning, with problem solving providing significant challenge.

Many pupils demonstrate:

- limited vocabulary
- weaker fluency and comprehension skills
- difficulty in structuring and transcribing sentences
- reduced writing stamina
- limited creativity
- challenges with engagement
- weaker mathematical fluency
- difficulty in using and applying maths skills

Barrier 2: Gaps in Learning

- Some disadvantaged pupils have **gaps in prior learning**, which can affect progress in core and foundation subjects. For some pupils with EAL, limited language affects progress. Lack of prior knowledge sometimes results in difficulties keeping up in lessons.

Barrier 3: Academic Confidence

- Pupils may also demonstrate **lower academic confidence** and require additional scaffolding to access learning successfully. Independence and resilience can be challenging, children sometimes over rely on adults in the classroom and lack the strategies needed to support their own progress in lessons.

Barrier 4: Reduced Access to Enrichment Opportunities

Some disadvantaged pupils have **less access to enrichment experiences outside school**, which can impact:

- cultural capital
- vocabulary development
- engagement with learning

Barrier 5: Additional needs and concentration

Some disadvantaged pupils have additional learning or developmental needs which can affect their ability to make progress at the same rate as their peers. These needs may impact aspects of learning such as attention, self-regulation and processing information.

Additionally, a number of disadvantaged pupils find it challenging to sustain concentration during lessons. This can limit their ability to fully engage with teaching, retain new information and apply their learning independently. As a result, these pupils may require additional support, structured scaffolding and targeted interventions to help them remain focused and access the curriculum effectively.

Barrier 6: Attendance

Absence and persistent absence are significantly higher for disadvantaged pupils than for their peers. This can impact:

- how often children are reading
- engagement with core subjects
- access to quality first teaching
- gaps in knowledge
- engagement with enrichment opportunities and the wider curriculum
- social development and relationships

Barrier 7: Wellbeing and external factors

Some disadvantaged pupils experience challenges related to their emotional wellbeing and mental health, which can affect their engagement with learning and overall school experience. Supporting pupils' wellbeing is essential to ensure they are able to participate fully in school life and make positive progress. Factors contributing to this barrier may include:

- Difficulties with emotional regulation or managing feelings
- Lower confidence and self-esteem
- External factors that may impact pupils' wellbeing and readiness to learn
- Challenges in developing positive relationships with peers
- Increased levels of worry, anxiety or stress

Important note

As a result of many of these barriers, poor pupil engagement is evident in some disadvantaged pupils. For many, this is a significant factor which limits their progress, motivation to learn and willingness to engage in school life.

Key priorities

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

Key priorities	Detail of priority
1 - Improve Writing, Reading and Maths Outcomes for disadvantaged pupils	Assessment data shows that disadvantaged pupils attain below their peers in reading, writing and maths. Gaps in prior learning, limited vocabulary and lower academic confidence can affect their ability to access the curriculum and make expected progress.
2 – Reduce Gaps in learning	Some disadvantaged pupils have gaps in prior learning which affect their ability to access the curriculum and make progress in line with their peers. These gaps may have developed due to missed learning, lower confidence, or additional learning needs.
3 – Improve academic confidence	Some disadvantaged pupils have lower academic confidence, which can affect their willingness to participate in lessons, attempt challenging tasks and engage fully with their learning. This can limit their progress across the curriculum.
4 – Improve access to enrichment opportunities	Some disadvantaged pupils have fewer opportunities to access enrichment activities outside of school due to external factors such as financial constraints or limited access to extracurricular experiences. This can impact their confidence, engagement with learning and development of cultural capital.
5 – Additional needs and concentration	Some disadvantaged pupils also have additional learning needs which can impact their ability to focus, process information and engage consistently in lessons. Difficulties with concentration can limit their ability to fully access teaching and make progress in line with their peers.
6 – Attendance	Improving attendance remains a key priority for pupils eligible for Pupil Premium. The school will implement targeted monitoring and early intervention to address barriers to regular attendance. This includes close tracking of attendance data, regular communication with families, pastoral support, and the use of mentoring or external services where appropriate. The aim is to reduce persistent absence and ensure pupils attend school regularly so they can fully access learning opportunities and achieve their potential.
7 – Wellbeing and external factors	To support the emotional wellbeing of pupils eligible for Pupil Premium by providing pastoral support and targeted interventions that help remove social, emotional, and mental health barriers to learning. To reduce the impact of external barriers by working closely with families and relevant external agencies to ensure pupils receive the support needed to access school and learning consistently.

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 - Improve Writing, Reading and Maths Outcomes for disadvantaged pupils	By the end of the three-year strategy cycle: PP writing attainment increases by at least 25% in each year group. • Increased vocabulary use in writing • Improved sentence structure and writing independence PP reading attainment improves by at least 25% in KS1 and lower KS2. • Improved reading fluency and comprehension • Increased engagement with reading. PP maths attainment increases by at least 25% across the school. • Improved confidence in maths reasoning • Increased accuracy in problem-solving tasks.
2 – Reduce gaps in learning	• The attainment gap between pupils eligible for Pupil Premium and their peers reduces by at least 15% across core subjects. • 85% of Pupil Premium pupils make expected or better progress from their starting points. • Targeted interventions result in at least 70% of pupils showing measurable improvement in assessment outcomes. • The number of Pupil Premium pupils working at age-related expectations increases by 10% over the academic year. • Pupil engagement and confidence in learning improves, reflected in improved assessment data and classroom participation.
3 – Improve academic confidence	• 80% of pupils report increased confidence in their learning through pupil voice surveys. • 80% of targeted pupils show improved participation in lessons and learning activities.

	• At least 70% of pupils involved in support or intervention programmes demonstrate improved engagement and resilience in learning. • Teacher assessments indicate a 10% increase in pupils willing to attempt challenging tasks and contribute in class discussions.
4 – Improve access to enrichment opportunities	• 75% of Pupil Premium pupils participate in at least one enrichment activity per term. • The proportion of pupils attending extracurricular clubs or trips increases by 15% compared to the previous year. • Feedback from pupils and staff shows improved engagement and enjoyment in enrichment activities. • Barriers to participation (e.g., financial or logistical) are reduced, with 100% of targeted support requests being met. • Pupils demonstrate wider personal development and confidence, reflected in teacher observations and pupil self-assessments.
5 – Additional needs and concentration	• 75% of targeted pupils show improved focus and on-task behaviour in lessons, as recorded in teacher monitoring. • Individual support plans for pupils with additional needs result in at least 70% achieving their set learning or concentration targets. • Observations and assessments show a 15% increase in sustained attention and engagement during learning activities. • Pupils demonstrate improved ability to complete tasks independently, reflected in classwork outcomes and progress data.
6 – Attendance	• Overall attendance of Pupil Premium pupils increases to at least 90%. • Persistent absence (below 90%) among Pupil Premium pupils reduces by at least 15% compared to the previous year. • 90% of targeted pupils show improved attendance following intervention and monitoring. • Families engage effectively with school support, reflected in reduced unexplained absences.
7 – Wellbeing and external factors	• 75% of pupils demonstrate progress across the six core strengths, with developmental

	scores increasing and diagnostic scores decreasing, indicating improved emotional and social skills. • 80% of pupils receiving targeted support from the Nurture Lead show measurable improvements in mental wellbeing, as recorded through observations, staff feedback, and wellbeing assessments. • 75% of pupils attending Young Minds Matter sessions report increased mental wellbeing, supported by pre- and post-session evaluations and self-assessment tools. • 70% of pupils maintain improvements in wellbeing across the academic year, showing sustained progress in mental health and social-emotional skills.

Evidence-Informed Strategies Linked to EEF Research

Priority	EEF-Informed Strategies	EEF Evidence
1. Improve Writing, Reading, and Maths Outcomes	- High-quality, structured lessons with clear objectives and feedback - Small-group / 1:1 tuition for pupils with gaps - Guided reading, scaffolding, modelling, collaborative writing - Maths mastery with manipulatives, visuals, and catch-up sessions - Regular assessment to identify gaps - Staff development in high-impact literacy & numeracy strategies	Teaching and Learning Toolkit: Feedback (moderate impact) Small Group Tuition Mastery Learning
2. Reduce Gaps in Learning	- Targeted small-group or 1:1 support - Evidence-based resources and structured programmes - High-quality teaching with scaffolds and timely feedback - Assessment-driven monitoring & adaptive teaching - Peer and collaborative learning - Staff training to identify and address gaps	Small Group Tuition Peer Tutoring Feedback
3. Improve Academic Confidence	- Scaffolded challenges and risk-taking - Positive feedback and mentoring - Small-group confidence-building interventions - Celebrate progress and successes	Social and Emotional Learning (SEL) Feedback
4. Improve Access to Enrichment Opportunities	- Ensure all disadvantaged pupils can attend extracurricular clubs and trips - Reduce financial/logistical barriers - Pastoral or mentoring support to encourage participation - Track engagement and attendance	Arts Participation Social and Emotional Learning (SEL)
5. Additional Needs and Concentration	- Targeted support for pupils with additional needs (SEN interventions, scaffolding) - Structured routines and focused small-group / 1:1 support - Use of visual aids, prompts, and learning breaks - Staff training on behaviour & concentration strategies	Individualised Instruction Behaviour Interventions
6. Attendance	- Early identification and monitoring of attendance concerns - Pastoral support & family engagement - Targeted interventions for persistent absence	Parental Engagement Behaviour Interventions

Priority	EEF-Informed Strategies	EEF Evidence
	- Use incentives and engagement strategies	
7. Wellbeing and External Factors	- Targeted pastoral / emotional support (e.g., Nurture Lead) - Access to external services (e.g., Young Minds Matter) - Structured wellbeing programmes, monitoring social-emotional skills - Regular assessment using developmental & diagnostic measures	Social and Emotional Learning (SEL) Mentoring Nurture Groups

High Quality Teaching (CPD, literacy training, instructional coaching, recruitment and retention)

Budgeted cost: overtime and release payments approx. £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers and TAs in evidence-based interventions. Gateway Alliance subscription.	Review of interventions from last academic year demonstrate most effective interventions. A recent increase in new members of staff created a need to provide targeted training and upskilling to ensure support staff can deliver effective interventions and provide high-quality classroom support. EEF: Promoting effective CPD plays crucial role in improving classroom practice and pupil outcomes.	1,2,3
All staff attend Little Wandle refresher training. Identified staff to attend full CPD for Little Wandle approach – supported by English Lead.	Systematically monitoring staff training to ensure that all teaching and support staff are fully trained in the Little Wandle programme. EEF: Promoting effective CPD plays crucial role in improving classroom practice and pupil outcomes.	1,2
Academic confidence	Lesson drop-ins indicate passive learners, including children from disadvantaged backgrounds. This is one of the five key priorities of the school. This theme is regularly explored in CPD sessions. EEF: Promoting effective CPD plays crucial role in improving classroom practice and pupil outcomes.	3

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

Budgeted cost: £74,029

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to lead effective, evidence-based interventions.	Specifically allocated time for TAs to lead effective, evidence based interventions (having been trained to do so). Interventions to be focused on PP children. Weekly professional development sessions for support staff to be introduced in Spring Term 2 to strengthen subject knowledge, intervention delivery, and consistency of classroom support, ensuring greater impact on pupil outcomes. EEF: Best use of teaching assistants is to deliver high-quality one-to-one and small group support using structured interventions. Schools should adopt evidence-based interventions to support teaching assistants in their small group and one-to-one instruction	1,2,3
TAs are able to lead effective phonics interventions using high quality resources.	Monitoring demonstrated positive impact found with use of consistent resources across Key Stage 1 – important this good practice embedded into key stage 2 also. EEF: The teaching of phonics should be explicit and systematic to support children using resources consistently across the school.	1
Purchase of numbersense subscription (and subsequent training) to ensure that core maths skills are embedded through quality first teaching.	Initial trial of materials successful – extend to use across year groups. EEF: Programmes designed to develop children's 'number sense' (their developing understanding of quantity and number) have an important positive impact on the early stages of mathematical learning.	1
Identified PP children to have additional 1:1 reading sessions with teachers / TAs in school. Focus on reading comprehension.	Evidence gathered from literacy trawls indicates that many PP children are not supported with reading at home and gap in progress is widening. Support staff and volunteer readers will focus on PP children. EEF: Reading comprehension strategies very high impact for very low cost.	1,2,3
Curriculum review with focus on key vocabulary to be pre-taught explicitly.	Evidence from literature e.g. Quigley's Closing the Vocabulary Gap demonstrates necessity to close the vocabulary and enhance cultural capital of disadvantaged	1,2,3

	pupils. The New Dimensions curriculum has been designed to be inclusive and accessible for lower attainers, while deliberately enhancing pupils' cultural capital. EEF: Teachers should provide explicit vocabulary instruction to help students access and use academic language. Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.	
HLTA specifically trained in delivering individual SALT sessions based on children's targets e.g. colourful semantics and high-quality SALT interventions across KS1. (4 days)	Data indicates increasing number of pupils entering school with identified and non-identified speech and language difficulties which is a barrier to the curriculum. EEF: Communication and language approaches typically have a very high impact and increase young children's learning by seven months.	1,2,5

Wider strategies (for example, related to attendance, behaviour, wellbeing) – see also 'further information' below.

Budgeted cost: £36,971

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a specific TA to lead Nurture Group sessions in a purpose built environment every morning and provide support over lunchtime. *(additional TA funded through Town Trust for mornings)*	Evidence from Nurture UK indicates positive impact of nurture provision/intervention on participation and engagement in school. EEF: Nurture groups use 10 out of the 14 identified effective evidence-base components as part of their provision.	5,6,7
Provision of funding to enable engagement in extra-curricular activities of child/parent choice (e.g. music, sports, cookery clubs).	Previous data in school indicated lack of take-up in extra-curricular activities in disadvantaged pupils' group. EEF: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum and enable re-engagement with school.	4
Teachers and the Wellbeing Lead will identify pupils who may need mental health support.	Early identification improves outcomes Research consistently shows that early identification of mental health needs in school is critical for improving pupil wellbeing and academic outcomes.	5,6,7

Staff will be trained to recognise early signs of pupils who are struggling, ensuring timely intervention and consistent support across the school.	According to the Department for Education (DfE, 2021), pupils who receive timely mental health support demonstrate improved engagement, reduced anxiety, and better overall attainment. EEF: addressing wellbeing and mental health positively affects engagement, behaviour, and academic progress. Pupils with higher wellbeing scores are more likely to participate in lessons, complete work, and achieve their potential.	

Total budgeted cost: £113,625

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 2024-2025 academic year.

The purchase of Provision Map software meant that the success of interventions could be closely monitored and decisions made on their reimplementation or not.

Last academic year, review of interventions showed an 88% success rate in terms of progress with 18% making significant progress.

End of Key Stage Two Data 2024 – 50% of PP children made expected standard or above in Reading, Writing and Maths. The remaining 50% were all on SEND register, one with an EHCP. 90% made expected progress or above.

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
Becoming 1st class @ number 1st class @number	Every Child Counts
Project X	Oxford University Press
Nurture Programme	Nurture UK
Numbersense	Numbersense maths Ltd
Colourful Semantics	Routledge
Dimensions curriculum	Dimensions
Little Wandle Letters and Sounds	Little Wandle
Twinkl	