



Burscough Bridge Methodist Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Burscough Bridge Methodist Primary School
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	26 %= 13 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Governing Body
Pupil premium lead	Mrs L Tyrer
Governor / Trustee lead	Mrs L Lloyd Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year based on the October census (12 pupils)	£ 18,795
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year academic year	£ 20,795

Part A: Pupil premium strategy plan

Statement of intent

At Burscough Bridge Methodist Primary School our vision is to be a Welcoming, Worshipping, Witnessing presence in the village and the community. At Burscough Bridge children thrive, emotionally, spiritually and academically to be the person God intended them to be; a school that the Methodist Church and the local community can take great pride through.

The pupil premium funding is carefully managed to plan and personalise support for children on their individual learning journey. Our aim is that all children, no matter what their background, have the same opportunities to achieve, make progress and experience life in all its fullness.

Key principles of our strategy plan

- To ensure that all children reach the attainment levels of non-disadvantaged children. (Further enhance progress, in all subjects across the school, with a specific focus on early reading and phonics, through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning) Further increase the rates of progress, where there is low prior attainment and gaps in learning due to school closure during pandemic.
- To enrich the lives of disadvantaged children by developing wider curriculum experiences. (Consistently promote the personal development of pupils by continuing to ensure all pupils have access to a wide, rich set of experiences and that opportunities to develop their talents and interests are quality)
- To develop the life chances of all disadvantaged children by providing support for the social, moral, emotional and spiritual development (Continue to provide high-quality pastoral support so that pupils maintain an active lifestyle and keep physically and mentally healthy)

Challenges

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

Challenge number	Detail of challenge
1	Poor communication, language, literacy skills and poor basic number skills of children create a barrier to learning.
2	Lower self-esteem and aspirations can impact negatively on attendance and academic achievement

3	The cost of participating in extra-curricular activities such as music tuition and sports is often prohibitive
4	Cultural capital; children's access to the wider world / experiences are limited
5	Poorer attendance (95.5% for PP compared to the rest of the school population at 97.97%)

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
A higher proportion of all pupil premium pupils (R-Yr6) will make expected plus progress in relation to achieving age related expectations	Monitoring systems and data outcomes show progress from individualised targets. Pupils eligible for PP in our earlier years make rapid progress by the end of the year so that all pupils eligible for PP meet age-related expectations
Individual needs of pupil premium pupils will be addressed to reduce the gap in attainment and progress between this group and all pupils.	Higher profile given to individual pupils' needs at P Progress meetings, curriculum meetings and HT meeting with CoG
Increased attendance and punctuality rates for pupils eligible for PP	The number of persistent absentees is reduced amongst PP pupils. Overall PP attendance will increase to an average of 96.4% or greater in line with 'other' pupils.
To develop a love of reading for all children, including those most disadvantaged	Progress is evident and consistently strong. Curriculum meets/exceeds the requirements of the new Ofsted framework New resources and strategies across school
To enhance equality of opportunity for all pupils	All children accessed every area of the curriculum – creating a love of learning and thirst for knowledge Gap between disadvantaged pupils and their peers is closed
To address gaps in learning so the lowest 25% of targeted cohorts make accelerated progress from their Reception Baseline assessments	Accelerated progress of pupils with low Reception Baseline assessments. Increased percentage/number of pupils meet the expected standard by the end of the year.

	Gaps in learning identified and addressed

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: £5,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents reading information evening Reading support for parents and pupils Produce information and Early Reading/Phonics Update Teacher training in Phonics and reading strategies Purchase & development of whole class novels, home reading books and library books – increased challenge and variety	EEF identifies good evidence for improving teaching quality through CPD. EEF indicates moderate impact for phonics teaching (+4 months) and high impact for Reading comprehension strategies (+6 months)	1
Further CPD in Phonics, English and Maths Mastery	EEF identifies good evidence for improving teaching quality through CPD	1

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

Budgeted cost: £10469.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class TA2 support x 3 classes	EEF indicates moderate impact for small group tuition (+4 months) and within class attainment grouping (+3 months)	1 & 2
Out of class TA2 intervention and resources IDL Phonics (small group) S&L 1:1	Interventions follows format similar to school teaching. EEF indicates high impact.	1 & 2

Spelling precision teaching (small group) Maths basic skills (small group) Reading comprehension (Small group) Reading decoding 1:1 Basic skills	EEF indicates moderate impact for phonics teaching (+4 months) and high impact for reading comprehension strategies (+6 months) EEF indicates moderate impact for using digital technology (+4 months)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5326.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Health and Wellbeing Training, Support and Resources Weekly Yoga and Mindfulness for all children Health and Wellbeing specialist to work with the children Targeted physical activities.	EEF indicates moderate impact for social and emotional communications (+4 months)	2
After school clubs (supporting families financially extended school hours)	EEF indicates moderate impact for social and emotional communications (+4 months)	4
Small group Music Provision	EEF indicates moderate impact for small group tuition (+4 months)	3
Well planned enhancement and enrichment opportunities -Visits and visitors (Cultural capital for all) (supporting families financially, uniform, visits, residential, tuition, extended hours)	EEF indicates moderate impact for social and emotional communications (+4 months) Enrichment opportunities and enhancement of subjects to develop an exciting curriculum, a love of learning ensuring that a lack of funding does not result in limited experiences for our children– an inclusive curriculum	3 & 4

Total budgeted cost: £21,469

PP DATA 2020 2021

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
CFW led Early Help Interventions including 'No worries' and 'Hello Happy' (focussed on Anger Management +Last year review as an extra	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Education Endowment Foundation Teaching and learning Toolkit
HT/CoG monitor attendance ½ termly for PP children +Reviewed after pandemic	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. Rapid evidence assessment on attendance interventions for school aged pupils (EEF)
Provide PP children with access to music tuition, residential visits, extra-curricular activities and trips.	Subsidies provided for educational trips and residential visits for PP children – Attendance on such experiences is encouraged and financially supported.

	Music tuition and instrument hire provided for PP pupils – Providing opportunities that may otherwise be out of reach.
Maths resources -Times Table Rockstars/ Numbots	TT Rockstars
Neli – Early Language	Nuffield