

# 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	Three Bridges Primary School
Number of pupils in school	631
Proportion (%) of pupil premium eligible pupils	20.4% (129 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 2024-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Trudy Emberson, Headteacher
Pupil premium lead	Katrina Smallman, Assistant Headteacher for Inclusion
Governor lead	Nick Hilton – Disadvantaged Pupils Lead governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 194,787 (inc. £37,647 IAR)
Recovery premium funding allocation this academic year	£28,270 (inc.cf from prev FY)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils at Three Bridges Primary school, regardless of their background or the challenges they face, make good progress from their starting points. We will also consider the challenges faced by our vulnerable pupils, such as those with a social worker. The activities we have outlined in our statement are intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure that they are effective, we will:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that pupils at Three Bridges make or exceed nationally expected progress rates from their starting points.
- Ensure that all disadvantaged pupils attend school regularly.

Our current pupil premium strategy plan works towards achieving these objectives by:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that disadvantaged children have access to individual and small group academic support.

The key principles of our strategy plan are:

- All teaching will be good or better so that all pupils can make good or better progress from their starting points.
- The progress of disadvantaged pupils will be accelerated, moving children to at least age-related expectations and beyond.
- Additional learning support will enable disadvantaged pupils to keep up with their peers.
- Support payment for activities, extra-curricular opportunities, educational and residential visits. Ensuring children have first-hand experiences and cultural capital to support their learning in the classroom.
- Pupils to have the opportunity to flourish at Three Bridges, be understood, have their needs met, and be prepared for the next stage in their education and lives.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments throughout 2022-2023 indicate that the education of many of our disadvantaged pupils were impacted by disruption to provision during the pandemic. These findings are supported by National studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
2	Attendance and punctuality of our disadvantaged pupils, particularly boys, is affecting pupils' outcomes, as they are not attending school regularly enough. 2022-2023 attendance figures were PP 87% (comprising 85% boys and 92% girls) and non PP 92%. Improving disadvantaged boys' attendance is a key focus for the school.
3	Limited life experiences and home circumstances affect parent/carers' ability to provide academic and social support. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures, to a greater extent than for other pupils. These findings are supported by national studies.
4	Assessments, observations and discussions with pupils indicate under-developed oral skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.
5	Teacher referrals for support have increased markedly during the pandemic. 27% of our disadvantaged pupils (35 pupils) currently require additional support with behavioural or social and emotional needs, all of whom receive small group or individual interventions.

## 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
Improved reading, writing and maths skills among disadvantaged pupils	KS2 outcomes in 2023-2024 will show that disadvantaged pupils make good progress from their starting points in Reading, Writing and Maths.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2023-2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• The percentage of all pupils who are persistently absent being below 5% and the percentage of disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>
<p>Disadvantaged pupils at Three Bridges Primary school will enjoy a wide range of enrichment opportunities</p>	<ul style="list-style-type: none"> <li>• A wide range of extra-curricular activities will be offered to tap into our children's passions</li> <li>• Pupil premium children will be offered discounted/paid for enrichment opportunities to include trips and visits, music lessons, residential</li> <li>• Children are able to learn a new skill or continue playing an instrument they had been learning.</li> </ul>
<p>To achieve improved oral skills and vocabulary</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will be exposed to increased opportunities to develop oracy skills</li> <li>• Teachers will consistently incorporate Word Aware strategies as part of daily teaching</li> <li>• Makaton training will enhance communication skills, particularly our SSC and disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved learning behaviours for all pupils at Three Bridges, particularly our disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Therapeutic thinking approach to be introduced across the whole school community</li> <li>• Staff training will ensure that the approach is consistent</li> <li>• Focus on how children and young people are supported, particularly in terms of their emotional wellbeing and mental health.</li> <li>• Staff will develop an understanding of how to respond to those who may be communicating through inappropriate behaviours.</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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Metacognition and self-regulation approaches to teaching. This will support pupils to think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring, and evaluating their learning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p><b>NELI/Word Aware</b></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4
<p>Further enhance our use of <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p><b>Read, Write, Inc</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p><b>White Rose/Maths Shed</b></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1
<p>Ensuring enough time is given over to allow for staff professional development.</p>	<p>Evidence shows that if teachers plan interventions/lessons based on EEF research, this will ensure that the interventions/lessons are most effective.</p> <p>Highly trained teachers are more able to deliver quality first teaching.</p>	1, 4, 5
<p>Ensure that all staff deliver high quality interventions and are appropriately trained.</p>	<p>EEF +4 months progress is made when small group tuition takes place.</p>	1, 4, 5
<p>Additional teaching for English and Maths for 6</p>	<p>EEF evidence: Reducing class size has a small positive impacts of +2 month, on average.</p>	1
<p>Additional teaching for English Year 1 and 2</p>	<p>EEF evidence: Reducing class size has a small positive impacts of +2 month, on average.</p>	1

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

Budgeted cost: £ 175667 (plus £22760 for professional tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a	4

<p>vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p><b>NELI/Word Aware</b></p>	<p>combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p><b>Read, Write, Inc</b></p>	<p>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 over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Provide a blend of mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Establish small group maths (number stacks), reading and writing structured interventions for disadvantaged pupils falling behind age-related expectations.</p> <ul style="list-style-type: none"> <li>To ensure that children develop a</li> </ul>	<p>EEF:</p> <p>Giving quality feedback results in +8 months progress</p> <p>Reading comprehension strategies result in +5 months progress.</p> <p>Collaborative learning results in +5 months progress</p> <p>Mastery learning results in +5 months progress</p> <p>Small group tuition results in +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk">Literacy   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4

<p>fluid and fluent handwriting style, using a legible cursive script.</p> <ul style="list-style-type: none"> <li>• To enable children to learn their spellings in a multi-sensory way, which will help with retention and application to their written work.</li> <li>• To improve the progress and attainment of children's writing across year groups. To encourage children to spot errors in their writing and improve the quality of what they produce.</li> <li>• To improve the progress and attainment of children's mathematical skills. To recognise key areas which children are finding more challenging and support them to over-learn strategies taught so</li> </ul>	<p><a href="https://www.educationendowmentfoundation.org.uk/Mathematics/EEF">Mathematics   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	
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<p>they are confident to use these strategies independently and apply them to independent work.</p> <ul style="list-style-type: none"> <li>• To encourage children to infer and deduce from texts they have read. They will be encouraged to locate answers within the text, but also look at the language of the book and answer 'why' questions and deepen their understanding.</li> <li>• To narrow any gaps which have been exacerbated by the lockdowns.</li> </ul>		
<p>Taking part in the Effectiveness Trial of 1stClass@Number with the EEF and NFER</p>	<p>EEF:</p> <p>There has been one previous EEF trial of 1stClass@Number 1. The result of that trial suggested that the children taking part in the intervention made two months' additional progress in maths, on average, compared to other children. This trial will investigate more thoroughly the impact on children eligible for Free School Meals.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclass-number1-2022-23-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclass-number1-2022-23-trial</a></p>	

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">Improving School Attendance</a> advice.  This will involve training and release time for our attendance officer to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	2
Pay for clubs, trips, residentials. <ul style="list-style-type: none"> <li>To ensure pupils are included as part of their year group.</li> <li>To build pupils' self-esteem and independence.</li> <li>To allow pupils to have additional</li> </ul>	EEF: Children attending Outdoor Adventure learning make progress of +4 months.  <a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools-eeef">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5

<p>opportunities and pursue their interests.</p> <ul style="list-style-type: none"> <li>• To improve their level of engagement with peer group.</li> <li>• To improve pupils' well-being.</li> </ul>		
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**Total budgeted cost: £ 223057**

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 2022-2023 academic year.

Our internal assessments during 2022-2023 suggested that the performance of disadvantaged pupils overall was lower than in the previous years in key areas of the curriculum. Our assessments show that the outcomes we aimed to achieve in our previous strategy by the end of 2022-2023 were therefore not fully realised.

### **Pupil Premium Children Achieving ARE – Summer 2023**

Year Group	Number of PP	Reading - ARE	Writing - ARE	Maths - ARE
Year R	9	44% (Lang)	11% (Lit)	44%
Year 1	14	50%	36%	50%
Year 2	16	51%	36%	36%
Year 3	28	32%	18%	48%
Year 4	20	29%	12%	28%
Year 5	19	40%	25%	29%
Year 6	11	80%	40%	64%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted learning in all subject areas. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they

were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources. Despite relentless attempts to engage families, including home visits and providing laptops/ipads to enable families to connect with home learning, engagement across the school was around 50%.

Overall attendance in 2022-2023 improved on previous year and it was in line with the national average at 92%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers. Boys attendance is of particular concern at 85%. This gap is larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to attendance issues. The impact was particularly acute for disadvantaged boys. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on these approaches with the activities detailed in the plan.

## 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
Therapeutic Thinking	West Sussex County Council

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have been supported by the Disadvantaged Pupil programme by West Sussex County Council, who commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.