

Pupil premium strategy statement – Bridge Junior School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	16.2
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	March 2025
Date on which it will be reviewed	March 2027
Statement authorised by	Jason Williamson
Pupil premium lead	Cinzia Moreland
Governor / Trustee lead	Pamela Bridgwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£88,680

Part A: Pupil premium strategy plan

Statement of intent

At Bridge, we are committed to ensuring that every pupil in every class achieves to the best of their ability. We believe that every child can succeed and expect all of our staff to have the highest expectations and aspirations for our pupils.

We intend to use our Pupil Premium funding to ensure disadvantaged pupils are well supported to achieve in line with national expectations. Our group of disadvantaged children is much broader than those in receipt of Pupil Premium funding. Our key strategies aim to support all children – particularly in their development of language and reading skills.

We aim to do this by:

- Using evidence-based research to implement effective teaching and learning strategies and interventions.
- Developing robust oracy and vocabulary development across the curriculum to promote understanding and independence.
- Ensure that well-structured and sequenced reading supports is in place for all learners.
- Providing children with valuable learning experiences and access to enrichment activities.

Challenges

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

Challenge number	Detail of challenge
1	English as an Additional Language 84% of children at Bridge Junior School have English as an Additional Language. For the majority, English is not spoken at home with parents and additional support is required to engage parents. Significant work is required in school to support language acquisition and fill vocabulary gaps.
2	Mobility In-year admissions are high throughout the academic year. The vast majority of children who are admitted to our school are from abroad and have very limited English. This has been a growing trend over the last

	few academic years. By Year 6, over 20% of pupils did not join the school in Year 3.
3	Phonics A significant number of disadvantaged children are not phonologically secure. This has an impact on Reading attainment as well as access to the broader curriculum.
4	SEND Around 20% of our disadvantaged pupils also have special educational needs.

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
<i>Improve oral language skills and vocabulary development through the implementation of a robust Oracy Strategy.</i>	- Oracy policy and required training in place for staff. - Formative and summative assessments will show the vocabulary gap is closing. - Interventions in place linked to areas of need (Racing to English).
Disadvantaged pupils are phonologically secure and able to access the whole school curriculum.	- RWI assessment and screening in place. - Handover with infant school ensures the correct starting point for children. - Daily phonics intervention groups running at a development-relevant level. - Assessments show progress for disadvantaged children in phonics.
Attainment in reading is improved through a robust approach to the teaching of reading comprehension.	- Whole school development of the reading curriculum. - Training in place for all staff with teaching responsibilities (including those who work with small groups). - Monitoring shows the implementation of an effective reading sequence. - Attainment in summative assessments demonstrates an improvement in reading attainment. - PM benchmarking data demonstrates progress by disadvantaged children.
Relationships with parents allow for more effective support in place for families. Reading breakfast, Health and Wellbeing workshops, festive meals etc.	- Family Support Worker access for parents. - Family and parent workshops in place – learning, wellbeing and parenting. - Engagement in parent facing events improve.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff Training for Reading focussed platforms and schemes.</i> <i>Read, Write, Inc</i> <i>FFT Lightning Squad</i>	RWI is an evidence-based and DFE approved phonics scheme which has been proven to increase pupils attainment in Reading and Writing. Lightning Squad intervention and online platform develops reading fluency and comprehension.	1,3
<i>Whole School Reading Curriculum Development and Training</i>	Using evidence-based approaches to improve our whole class reading approach is in line with EEF guidance.	1,3

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

Budgeted cost: £ 74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics sessions to be delivered in small groups across the school on a daily basis.</i>	Targeted phonics interventions pitched at the correct phase for children is proven to have a positive impact on the progress and attainment of children. Phonics EEF	2,3
<i>Targeted language groups for children assessed to be at bands A, B and C using the Bell Foundation assessments.</i>	Language oriented interventions aid the development of new to English speakers. Small group intervention allows for greater focus and understanding of individual levels of development.	1,2

<i>Targeted Maths and English groups</i>	Small Group Tuition and focussed work is proven to have a positive impact in primary schools (around 4+months) for lower attaining children. Small group tuition EEF	1,3,4
--	---	-------

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Holiday Activity Fund</i>	A significant number of children have attained HAF clubs run through summer holidays which focus on wellbeing, a healthy meal and access to sport activities. Pupil Premium children are invited to attend along with a wider group of disadvantaged children from a range of local schools.	1,2
<i>Appointment of Family Support Worker</i>	0.5 day/week Family Support Worker is employed to support parents with support for access to services and positive parenting approaches.	1,2
<i>Access to school trips and experiences</i>	Trips and visits are subsidised by the school to ensure that disadvantaged children have access to an equitable broader curriculum offer.	2
<i>Access to school equipment and uniform.</i>	The school is able to provide uniform and learning resources for families.	2

Total budgeted cost: £88,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our KS2 Outcomes for 2024/25 demonstrate good progress and attainment for disadvantaged children at our school.

Reading	Attainment at Expected	Attainment at the Higher Standard
Disadvantaged	82%	45%
Not Disadvantaged	57%	8%
National Average (PP)	63%	21%
National Average (All)	75%	33%

Writing	Attainment at Expected	Attainment at the Higher Standard
Disadvantaged	82%	0%
Not Disadvantaged	52%	1%
National Average (PP)	59%	7%
National Average (All)	72%	13%

Maths	Attainment at Expected	Attainment at the Higher Standard
Disadvantaged	81%	45%
Not Disadvantaged	66%	18%
National Average (PP)	63%	21%
National Average (All)	74%	26%

Combined	Attainment at Expected	Attainment at the Higher Standard
Disadvantaged	73%	0%
Not Disadvantaged	39%	1%
National Average (PP)	47%	4%
National Average (All)	62%	8%

65/90 children in our cohort had KS1 data to use as a baseline for progress across KS2. The progress scores for the cohort demonstrate good progress being made by disadvantaged pupils.

Progress	Reading	Writing	Maths
Disadvantaged	+0.9	+0.4	+0.4
Not Disadvantaged	0.0	-0.1	+0.1

Internal data gathered from teacher assessments and standardised end of year tests show that disadvantaged children attain at a similar standard to their peers. There is a more significant gap in maths which is being addressed as a whole school strategy through work with our regional Maths Hub.

EXS	All children	Disadvantaged	Not Disadvantaged
Reading	68%	65%	69%
Writing	62%	62%	62%
Maths	66%	58%	68%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

We do not receive any service pupil premium funding.