

# Pupil Premium Strategy Statement for Bridge Hall Primary School

This statement details our school's use of pupil premium (and recovery 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	170 Pupils
Proportion (%) of pupil premium eligible pupils	63.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Deborah Henderson Acting HT
Pupil premium lead	Deborah Henderson - Acting HT
Governor / Trustee lead	David Trafford- CoG

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-2026)	£160,590.00 LAC - £1050.00
Pupil premium funding allocation for 2024-2025	£182,930.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£ 161,640.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Bridge Hall Primary School, we have high expectations of every child; we believe that *'Every Child Matters and Every Day Counts'*. We have identified the barriers that our pupils face and overcoming these is central to our Pupil Premium strategy. Our Values; Excellence, Inclusion and Community, drives our school vision that *'Every Child Matters and Every Day Counts'*.

Bridge Hall Primary School is an inclusive school and we know that strategies used to benefit children in receipt of Pupil Premium Funding will benefit all of our pupils. Whilst we are aware of the priority in supporting children in receipt of Pupil Premium Funding, we also recognise the vulnerability, and disadvantage, of our pupils who may not be in receipt of this funding but do attend Bridge Hall Primary School.

Our value of Excellence drives our aspirations for our pupils, we aspire that every pupil reaches this goal of Excellence. We believe that reaching your potential is not determined by where you live, the barriers you face or the limited experiences you have. However, we recognise that these are barriers that need to be addressed and so we promote this value in school in order to ensure all of our pupils succeed to the highest standard they can.

Our well planned, sequenced, relevant and ambitious curriculum includes opportunities for all pupils to experience a rich and varied curriculum. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, proven to have the greatest impact on closing the disadvantage attainment gap. We know that effective teaching requires well planned Professional Development and this is planned carefully as part of our School Improvement Plan. This includes ensuring that our support staff receive high-quality Professional Development to ensure that they are supported to improve their practice and professional knowledge. Our targeted academic support links to classroom practice ensuring that learnt skills and knowledge is transferred successfully.

We also recognise the most significant, non-academic challenges to success in our school, including; attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. These are closely planned for.

We remain alert to the approaches needed to support the education recovery for our pupils. The National Tutoring Programme has been essential in supporting our pupils, which is also supported with our wide-ranging approaches to ensure educational recovery for all children.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Most of our EYFS pupils join Bridge Hall Primary School with significantly delayed Speech, Language and Communication skills. This is identified on entry to our school and tracked with the use of Language Link assessments and regular vocabulary checks.</p> <p>Assessments show that as the language demands of the curriculum increase, pupils in KS1 and KS2 can fall behind because of their weak vocabulary knowledge.</p>
2	<p>Too many of our pupils have greater difficulty learning phonics, compared to peers experiencing less disadvantage, and this negatively impacts on their development as readers.</p>
3	<p>Our assessments, observations and discussions with pupils indicate that the education, social skills and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils from other geographical areas. 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.</p>
4	<p>Attendance data identifies that too many of our pupils are persistently absent from school. Our overall school attendance continues to improve but remains below the national average. The proportion of our pupils who are persistently absent is well above the national average. Our assessments and observations confirm that absenteeism is negatively impacting upon disadvantaged pupils' progress.</p>
5	<p>Some of our pupils struggle to self-regulate their emotions and this can result in disruptive behaviour. Our pupils with identified Social, Emotional and Mental Health needs benefit from a "Listen, Link, Learn" approach to post incident learning, with staff asking specific questions which help children to notice and describe the physical feelings in their body, prior to Stage 3 crisis.</p> <p>Many of our pupils rely on the strong relationships built with staff at Bridge Hall Primary but struggle to engage with new adults e.g. supply teachers. This difficulty is an increased challenge as pupils move onto</p>

	<p>Secondary School provision. Too many of our pupils get permanently excluded during their first years at Secondary School. Work on intrinsic and extrinsic motivation needs to be a focus to support these pupils.</p>
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### 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
<p>Improve the speech, language and communication needs of our children in the EYFS.</p>	<p>Baseline data shows accelerated progress in the achievement of the Early Learning Goals in Communication and Language.</p> <p>Vocabulary checks and WELLCOMM assessments show the impact of teaching, high quality provision linked to need and intervention in Nursery.</p> <p>Language Link assessments show that pupils in Reception have been correctly identified and supported to overcome SLCN barriers.</p>
<p>Promote Vocabulary Development across the school.</p>	<p>A whole school approach to the teaching of vocabulary has a significant impact on the ability for our pupils to maintain the Language and Communication skills that they have developed in the EYFS.</p> <p>Word Aware and a school-wide focus on oracy aims to improve language development in our pupils.</p>

<p>Improved reading attainment by the end of KS1 whilst maintaining the high attainment at the end of KS2.</p>	<p>Focused teaching on reading domains in KS1 and 2.</p> <p>Continued high attainment in reading at the end of KS2.</p> <p>A greater percentage of children leave Year 1 having completed the SSP and reading with fluency.</p> <p>The reading leader is focussed on supporting pupils who are reading below age-related expectation, the lowest 20%.</p>
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4

<p>Improve outcomes, in all Key Stages, for writing.</p>	<p>Improved outcomes shown in ELG data and KS1 and KS2 test attainment.</p>
<p>Fewer pupils are persistently absent from school.</p>	<p>% of pupils that are persistently absent reduces whilst overall school attendance continues to improve.</p> <p>The gap between National persistent absenteeism data and that of our school reduces.</p> <p>Tracking of PP pupils compared to that of their peers shows a reduced gap which is also reflected when comparing with Regional and National data.</p>
<p>Improved self-regulation skills for key pupils</p>	<p>Pupils with identified SEMH, particularly those with EHCPs and SEN support plans, are well supported to self-regulate their emotions.</p> <p>Improved intrinsic learning behaviours result in improvements in behaviour when not with their class teacher.</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: £133,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the speech, language and communication needs of our children in the EYFS: - Training for all EYFS staff on the SHREC approach to promote high quality interactions with young children</p> <p>- EYFS Leadership time to support the planning of EYFS provision and to monitor that provision is linked to the SLCN's of our pupils</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Interactions - Help for early years providers -</a></p>	<p>1, 2, 3</p>

<p>Stockport Speaks Oracy Project training for 3 members of staff (RA and MS , English Leads and JP, EYFS lead.</p> <ul style="list-style-type: none"> <li>- Longer term vision of becoming a Communication Friendly School</li> <li>- SLA with the NHS for the employment of a Speech and Language Therapist for 1 day per week and a Speech and Language Assistant , also for one day.</li> <li>- Speech and Language provision maps for both Nursery and Reception</li> <li>- TA in Reception class to provide structured, evidence based language intervention</li> <li>- Vocabulary checks and WELLCOMM screening in Autumn, Spring and Summer term for all Nursery pupils</li> <li>- Language Link assessment used for identification in Autumn term of Reception year with further assessment in Spring and Summer to measure impact of support.</li> </ul> <p>-Language Link Assessments to be used in KS2 to identify children with DLD.</p>	<p><a href="https://www.gov.uk">GOV.UK (education.gov.uk)</a></p> <p><a href="#">EEF blog: The ShREC approach – 4 evidence informed strategies...   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Summary of the report submitted to DofE - April 2016.pdf</a></p> <p><a href="#">Case Studies - GL Assessment (glassessment.co.uk)</a></p> <p><a href="#">Infant Language Link (2022/23 trial)   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.rcslt.org/sp/eech-and-language-therapy/where-slts-work/education/">https://www.rcslt.org/sp/eech-and-language-therapy/where-slts-work/education/</a></p>	
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<p>Promote Vocabulary Development across the school:</p> <ul style="list-style-type: none"> <li>- The explicit teaching of new vocabulary is not seen as an isolated activity. Vocabulary teaching is linked to curriculum content currently being taught, or texts that pupils are currently reading, helping pupils to engage with the meaning of new vocabulary and see how it is used, as well as providing opportunities for pupils to actively use their new vocabulary in class <ul style="list-style-type: none"> <li>- Word Aware training for all staff in September '25 INSET.</li> </ul> </li> <li>INSET</li> <li>- Speech and Language Therapist (SLA with the NHS for 1 day a week) to monitor and support staff in implementing Word Aware approach</li> </ul>	<p><a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">English programmes of study: key stages 1 and 2 (publishing.service.gov.uk)</a></p>	<p>1 &amp; 3</p>
<p>Improved reading attainment by the end of KS1 whilst maintaining the high attainment at the end of KS2:</p> <ul style="list-style-type: none"> <li>- Links made with local English Hub</li> </ul>	<p><a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>

6

<ul style="list-style-type: none"> <li>-Closer monitoring of phonics across the school.</li> <li>-New staff to receive SSP training.</li> <li>-New spelling system to include phonetic awareness throughout KS1 and 2.</li> <li>- Phonics interventions run alongside reading interventions to support the acquisition of fluency in reading.</li> <li>- Stockport Speaks Oracy Project attended by English and EYFS Leads. Staff training on the Oracy Framework.</li> <li>-</li> </ul>	<p>English Hub-Phonics Audit</p> <p><a href="#">Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a></p> <p>Validated Phonics data</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	
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<p>Improve outcomes, in all Key Stages, for writing: - Implementation of; the 'Bridge Hall approach to writing.</p> <p>All teachers attend regular CPD via staff meetings and 1-1 teacher support.</p> <p>All teachers to attend cluster writing moderations.</p> <p>In-house writing moderation to support Teacher Assessments.</p> <ul style="list-style-type: none"> <li>- Staff meeting times</li> <li>- SLT Monitoring</li> <li>- SENCO and English Leads release time for personalised support</li> <li>- English Leadership held on SLT</li> <li>- Termly consultant support</li> <li>- Writing audit and action plan</li> </ul> <p>Implementation of the 'Strong Foundations Report ' and the new 'Writing Framework.</p> <ul style="list-style-type: none"> <li>- Interventions to support pupils to develop fluency in handwriting.</li> </ul>	<p><a href="https://www.eef.org.uk/~/media/EEF/Reports/Improving-literacy-in-key-stage-2-report-Second-edition.pdf">EEF-Improving-literacy in-key-stage-2-report Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/~/media/EEF/Reports/Improving-Literacy-in-Key-Stage-1-EEF">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.janeconsidine.com/~/media/EEF/Reports/Engaging_research_informed_CPD_and_highly_detailed_schemes_of_work">Engaging, research informed CPD and highly detailed schemes of work. (janeconsidine.com)</a></p> <p>Validated KS1 and KS2 writing assessments</p>	<p>1, 2, 3</p>
<p>Fewer pupils are persistently absent from school: - Attendance at SMBC attendance network meetings</p> <ul style="list-style-type: none"> <li>- Comparison of school data to local and national attendance data</li> <li>- Weekly attendance figures published on the school Facebook Page to engage families - 'Scores on the Doors'</li> <li>- Welfare Assistant to offer support to families with attendance between 90-96%</li> <li>- DHT to challenge families with attendance below 90%</li> <li>- DHT links with EWO, Social Workers and TAS</li> </ul>	<p><a href="https://www.educationendowmentfoundation.org.uk/~/media/EEF/Reports/Attendance-interventions-rapid-evidence-assessment-EEF">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/guidance/securing-good-attendance-and-tackling-persistent-absence">Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</a></p>	<p>4</p>
<p>Improved self-regulation skills for key pupils: - SEMH specialist teacher- 1 day per week - DHT and PSHE Lead- Mental health training</p>	<p><a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a></p>	<p>5</p>

<ul style="list-style-type: none"> <li>- Welfare Assistant support for families- TAF</li> <li>- DHT / HT- TAF, CP, TAS</li> <li>- Welfare Assistant to work with targeted pupils, using evidence based approaches, such as emotion coaching or zones of regulation</li> <li>- Team Teach training for all staff- Listen, Link, Learn approach to post-incident learning</li> </ul>	<p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>School case studies</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £82,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Pupils identified as needing targeted academic support to tackle the attainment gap</li> <li>- Groups (3-6 pupils) of pupils to receive targeted support in Reading and writing</li> </ul>	<p><a href="https://nationaltutoring.org.uk/">https://nationaltutoring.org.uk/</a></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2 & 3
<p>Teaching Assistants from Year 1 – Year 6 to deliver Precision Teaching to identified pupils: - Inclusion team training for all support staff focussed on; adaptive teaching, precision teaching and scaffolding</p> <ul style="list-style-type: none"> <li>- Embedding of training last academic year on EEF training; Making Best Use of Teaching Assistants</li> <li>- Metacognition training for all support staff - Appraisal targets set for all support staff</li> </ul>	<p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">An Introduction to Precision Teaching   Leeds for Learning</a></p> <p><a href="#">New EEF Guidance Report - Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	2 & 3

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

Budgeted cost: £32,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extending the school day:</p> <ul style="list-style-type: none"> <li>- Free classroom breakfast for all pupils 8:30am – 8:45am</li> <li>- Collaboration with the NSBP               <ul style="list-style-type: none"> <li>- 8:45am – 9:00am Writing Warriors introduced to extend learning time</li> </ul> </li> <li>- Free breakfast club 7:45am – 8:30am to support working families and SEND pupils</li> <li>- KS1 and KS2 school day 8:30am-3:15pm EYFS 8:30am-3:00pm</li> <li>- Daily fruit and milk provided for all pupils</li> </ul>	<p><a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://family-action.org.uk">National School Breakfast Programme - Family Action (family-action.org.uk)</a></p>	3 & 4
<p>Coram Beanstalk reading volunteers to work with identified pupils in Year 5 and 6:</p> <ul style="list-style-type: none"> <li>- Weekly reading support for identified pupils</li> </ul>	<p><a href="http://beanstalkcharity.org.uk">Coram Beanstalk (beanstalkcharity.org.uk)</a></p>	2 & 3
<p>Music lessons for all pupils in KS2:</p> <ul style="list-style-type: none"> <li>- Music service to teach all pupils in Years 3 and 4 to play the Ukulele and all pupils in Years 5 and 6 the guitar</li> <li>- Weekly music lessons for all pupils in KS2</li> </ul>	<p><a href="http://www.gov.uk">The power of music to change lives: a national plan for music education - GOV.UK (www.gov.uk)</a></p> <p><a href="http://www.gov.uk">Teaching music in schools - GOV.UK (www.gov.uk)</a></p> <p><a href="http://www.gov.uk">Sport and music education championed with new investment - GOV.UK (www.gov.uk)</a></p>	3, 4, 5

<p>Ensure all vulnerable pupils have access to food, warm spaces and activity during the school holidays:</p> <ul style="list-style-type: none"> <li>- Free places for every pupil in receipt of PP/ FSM</li> <li>- Ongoing work with community group- ACE</li> </ul>	<p><a href="#">Holiday activities and food programme 2022 - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Ace Stockport – ACE – Stockport – Bridge Hall &amp; Adswood</a></p>	<p>3, 4, 5</p>
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9

Teaching Cost: £133,976

Targeted Academic Support: £82,194 Wider

Strategies: £32,395

**Total budgeted cost: £248,565**