

Pupil Premium Strategy Statement *Bridgelea Primary School 2024-2027. Red Type 2024/25 Review and Update.*

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	104- Oct 24 114- Oct 25
Proportion (%) of pupil premium eligible pupils	Census Oct 23- 87% Census Oct 24-
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)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September Annually
Statement authorised by	Governing Body
Pupil premium lead	Amy Robinson
Governor / Trustee lead	Hannah Fitzpatrick

Funding overview

Detail 2024-25	Amount
Pupil premium funding allocation this academic year	£94,575
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£25,303
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	None
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>	£119,878

Detail 2025-26	Amount
Pupil premium funding allocation this academic year	£134,835
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	None
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>	£134,835

Part A: Pupil premium strategy plan

Statement of intent

School Context

Bridgelea Primary School is a school for pupils in Key Stages 1 and 2 offering specialist places for children with an Educational Health and Care Plan (EHCP) identifying Social Emotional and Mental Health Difficulties (SEMH). Bridgelea also offers places for Manchester's children who are at risk of being excluded (APX) or who have been permanently excluded (PEX) by providing the day education offer. We currently have 16 classes, across two sites. Classes can vary in size depending on the complexity of the need and can range in size between six and ten pupils. All classes are taught by a qualified teacher and are supported by at least two teaching assistants. The level of additional educational needs is high and increasing.

Baseline testing on admission confirms that the vast majority of pupils are working below age-related expectations in reading. Some children also remain at Bridgelea awaiting specialist school places to become available. Around 90% of children complete the statutory assessment whilst at Bridgelea, identifying SEMH difficulties as their primary need. The number of consultations for SEMH EHCP places has increased at the school and PEXs are higher in Manchester than in previous years.

At Bridgelea, we want to help our children, families, and communities to understand themselves and each other more. Bridgelea is an accredited Nurturing School and the development of social and emotional skills is at the heart of our curriculum. We understand that children learn and develop at different ages and stages and this is reflected in our curriculum and approaches. Staff are trained to understand the six Nurture Principles, and are skilled in attuning to children to support and challenge unhelpful and negative beliefs about themselves and build resilience.

Bridgelea is a Communication Friendly Setting. We were the first PRU in the country to achieve this award in 2015. This means that understanding the speech, language, and communication needs of all our children is at the forefront of the offer we provide for our children. All staff at Bridgelea are trained in communication and language development and this work underpins the school's nurturing practice. The Communication Counts training supports staff to adapt their communication strategies and improve effective interactions with children across the curriculum. Staff understand the importance of structure and routine and the use of visuals and are more consistent in their approach. Elklan has empowered staff, they have excellent knowledge, understand the processes involved in communication, and are better equipped to reinforce and differentiate the key elements.

Bridgelea has developed effective multi-agency partnerships with the AIM Project, and Health and Children's Services to enhance and develop a provision to match appropriate agencies and to support pupils who display harmful sexual behaviour in Manchester's schools. The model is offered to mainstream schools as part of the City of Manchester Learning Partnership Outreach Support to enable children who display these behaviours to continue to access mainstream education in a safe and controlled way. Bridgelea provides AIM assessments and access to specially trained staff and a therapist who specialise in working with children who display harmful sexual behaviours. Bridgelea provides targeted and personalized interventions and direct support to allow the children to work through their harmful behaviours and consequently understand how to

form positive and appropriate relationships with peers and adults. Bridgelea also supports professionals through a training offer to recognise and understand inappropriate, problematic, and harmful sexualised behaviours using the AIM Framework model to identify patterns of behaviour from children and young people when they are early in their methodology.

In June 2023, we received our Gold Rights Respecting reaccreditation. Rights Respecting is embedded throughout our school and our wider community. At Bridgelea, we value working with our families and community to improve our children's access to activities and involve everyone in their child's education. We provide an enriching diverse curriculum that develops Global Citizens. We use assemblies, theme weeks, and a variety of visits and visitors to support this curriculum offer. Through the School Council, all children can express their views and be heard. Classroom charters, devised by the pupils, explain the articles the children are working on that term. The school is explicitly embedding the UN Convention on the Rights of the Child in its policy, practice, and culture.

Six Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

What are our key objectives?

At Bridgelea we aim to enhance oral language skills, address SEMH concerns within our bespoke well-being offer, improve motor skills, increase basic numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure and ensure children have access to high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

At Bridgelea we believe that the children learn and develop at different ages and stages and this is reflected in our curriculum and nurturing approaches. Teaching and learning reflects how nurture underpins the curriculum and staff seek opportunities to work with children at their development stage. At Bridgelea we strive for pupils to fulfil their potential and want our children to have high aspirations for their future.

Through our curriculum, and effective targeting of PPG funding, we empower pupils, equipping them with the skills and emotional resilience to thrive in an uncertain world and protect and safeguard them from exploitation and unnecessary risk.

At Bridgelea we aspire to ensure harmony between a rigorous academic education on the one hand and outstanding wider personal development on the other. At Bridgelea we have a holistic approach to well-being across the school. We nurture high expectations of behaviour and value the importance of a well-planned curriculum to support the development of character and personal development, promoting good mental wellbeing. As a school, we target PPG spending on speech, language, and communication needs (SLCN), ensuring that SLCN targets are embedded in the curriculum and through the delivery of SLCN interventions as part of the school's retreat offer.

Challenges

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

Challenge number	Detail of challenge
1	Children at Bridgelea often have undiagnosed Speech, Language and Communication Needs. Communication is a barrier to learning for our pupils and we recognize that all behaviour is communication. Trying to understand this behaviour and support our children to communicate and develop their underlying communication needs supports pupils to make progress. Often this has been the driver of their SEMH behaviours in mainstream. Once settled at Bridgelea their SLCN needs are apparent and are assessed by a Speech and Language Therapists. Staff are trained to support children to develop SLCN so that they can make progress both socially and academically.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health. Children Social Emotional Mental Health is a barrier as children struggle to engage regulate and have the resilience to tolerate challenge in their academic work. Children have often had very negative experiences of education and come to Bridgelea with incredibly low self-esteem and a spiky profile of missed learning. Children with diagnosis of ADHD have low levels of concentration and have poor listening and attention skills. Often our children are working below age related expectations on entry.
3	Limited life experiences and opportunities to join in enrichment opportunities due to their SEND. Many of our pupil premium children do not have the rich and varied experiences meaning knowledge of the world and vocabulary acquisition is limited.
4	Children who are permanently excluded do not receive a transport offer from the Local Authority. This means the children's attendance is significantly impacted.
5	Parental engagement is difficult as many of our children are brought to school by community transport so a lot of parental contact is via the telephone.
6	Increasing levels of risk-taking behaviours impacting the safety of the children and disrupting access to learning (Added 25/26).

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
Increase progress in reading and maths for pupils eligible for pupil premium	<ul style="list-style-type: none"> • PP pupils will outperform or at least 'close the gap' in reading and maths in terms of progress • Speech and language (Intervention targets achieved- See CPoms)
Decrease the number of children requiring retreat interventions to support Strand A-E (Organisation of Experiences) by increasing achievement in these strands.	<ul style="list-style-type: none"> • PP pupils will achieve over 50% for each strand in A-E on the Boxall Profile- Organisation of Experiences. • Speech and language (Intervention targets achieved- See CPoms)
<p>Increase attendance to 95% for all PP children.</p> <p><i>Amended 25/26- All children to have attendance over 85% with no significant gap between PPG and Non-PPG children.</i></p>	<ul style="list-style-type: none"> • PP pupils will attend school 95% or more of the time. <p><i>Please note: 24/25 Attendance: - Manchester All Schools- 94% - MCC Special School - 84%. - MCC PRU 61%. - Bridgelea - 81%.</i></p> <p><i>Therefore, we have amended our success outcome to all children having an attendance over 85% with no significant gap between PP and Non-PPG children. In 24/25, PP children is 80.9% (119 children) and non-PPG is 82.6% (17 children).</i></p>
Improved parental engagement	<ul style="list-style-type: none"> • Attendance at annual reviews increased. • Attendance at meetings increased. • Engagement with home/remote learning increased. (Where appropriate) • Parent voice reflects positive thoughts and feelings about the school.
<p><i>Pupils are making progress with their emotional development & self-regulation skills.</i></p>	<ul style="list-style-type: none"> • <i>Physical interventions will decrease as pupils are more able to use their self-regulation strategies (Added 25/26).</i>

Activity 2025-26

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: **£ 5,885**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Development for staff: Speech/Language (£1500)	<ul style="list-style-type: none"> • https://www.elklan.co.uk/Training/Practitioners/Supporting_Social,_Emotional_and_Mental_Health_of_Children_and_Young_People • EEF Literacy KS1 & KS2 	1 and 2
Continuous Professional Development: Talk for Writing Development Project with our consultant- (£3800)	<ul style="list-style-type: none"> • EEF Literacy KS1 & KS2 • https://www.talk4writing.com/about/does-talk-for-writing-work/ • https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 	1 and 2
WalkThrus and Thinking Matters Membership (£370) to deepen staff understanding of how children learn underpinned by research so that they can provide effective feedback.	<ul style="list-style-type: none"> • https://walkthrus.co.uk/how-does-it-work • EEF Assessment & Feedback • Thinking Matters • EEF Toolkit • Metacognition EEF 	1 and 2
Manchester School Alliance- Middle Leader Membership (£215)	<ul style="list-style-type: none"> • https://manchesterschoolsalliance.co.uk/events-training/whats-on/ 	1 and 2

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

Budgeted cost: £ 128,006

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase web based programs to be used in school at home.</p> <ul style="list-style-type: none"> • My Maths (£419) • NIP (£117) • Purple Mash (£600) • Myon (Accelerated Reader Resource) (£3510) • Boxall (£385) • Wigit (£205) 	<ul style="list-style-type: none"> • EEF Digital Technology Guidance Report.pdf • EEF Digital Technology Summary of Recommendations.pdf • EEF Literacy KS1 & KS2 	<p>1, 2 and 5</p>
<p>Retreat delivers interventions to pupils identified as in need. Speech and language therapist supports SENCO & Retreat staff to plan and deliver and monitor speech interventions</p> <p>Costings</p> <p>x6 HLTAs across the school.</p> <p>Costing for 2 of the 6 HLTAs costed from PPG=£75,570</p> <p>Speech and language therapist (2 days a week)</p> <p>SALT SLA- 2 days a week= £36,400</p>	<ul style="list-style-type: none"> • EEF Literacy KS1 & KS2 • https://www.elklan.co.uk/Training/Practitioners/Supporting Social, Emotional and Mental Health of Children and Young People 	<p>1, 2 and 3</p>
<p>Chrome Books- Investment in IT to support learning- developing the use of chrome books across the school.</p> <p>£10,800</p>	<ul style="list-style-type: none"> • EEF Digital Technology Guidance Report.pdf • EEF Digital Technology Summary of Recommendations.pdf 	<p>1, 2, and 5</p>

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

Budgeted cost: £ 69,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
We have amended the attendance admin to an all year round contract- £4275	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	4
Purchased 'Reach More Parents' to support with communication to parents. Total cost (£5000) 50% costed to PPG £2,500	<ul style="list-style-type: none"> • EEF Digital Technology Guidance Report.pdf • EEF Digital Technology Summary of Recommendations.pdf • https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families 	4 and 5
We have three school minibuses that we use to transport children to activities- £26,000	https://d2tic4wvo1iusb.cloudfront.net / production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1726337037	3, 4 and 5
Woodland School LTD deliver forest school to classes, 1 day per week. We have agreed a year training course to train our own forest school leader. £7,600	https://d2tic4wvo1iusb.cloudfront.net /production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1726337037	1,2 and 3
Artist to deliver high quality art teaching and CPD to teachers. Art teacher teaches each class once per half term. £9,500	https://d2tic4wvo1iusb.cloudfront.net /production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1726337037	1, 2 and 3

<p>We commission a music teacher for 3 hours per week from One Education. (£7500) with the £1250 music grant deducted.</p> <p>£6250</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1726337037</p>	<p>1,2 and 3</p>
<p>Team Teach CPD as part of our risk reduction work across school</p> <p>£12,890</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1726337037</p>	<p>1 and 2</p>

Total budgeted cost: £ 202, 906

PP 25/26 Total is £134, 835

The school's core budget is supporting this in excess of £68,000.

Part B: Review of the previous academic year

Outcomes for Disadvantaged Pupils

Y6 Progress 2024/25

Overall Attainment: The school has achieved positive Value Added (VA) scores in Reading, Writing, Maths and GPS, indicating progress above national expectations for children given their starting points. Specifically, the school has achieved an overall VA of +2.5 in Reading and Maths, +1.9 in Writing and +1.9 in GPS.

Scaled Scores: The average scaled scores for the school are below the national average in Reading (93.9 vs 105.3), Writing (89.2 vs 104.4), Maths (93.6 vs 105.1) and GPS (93.6 vs 104.7). This is to be expected, but the VA scores show the children are making good progress.

Pupil Groups: Analysis of pupil groups reveals variations in performance. For example, children eligible for Free School Meals in the last 6 years (FSM6) show a significant difference (+20.5) in scaled score in Reading compared to those not eligible. The VA scores show that both groups of children are making good progress.

Support for Childs with EHCP: The report shows that Childs with EHCPs are making good progress, with positive VA scores in Reading, Writing, Maths and GPS.

Bridgelea Attendance Placement Type

2024-2025	PEX	APX	EHCP
NOP	16	4	107
Average	52.8%	85.1%	84.9%
Range	27.2% to 93.8%	62% to 93.1%	11.2% to 100%
SA	9 Ch with Avg 23.8%	None	4 Ch with Avg 29.1%
PA	4 Ch with Avg 85.2%	1 Ch with Avg 61.2%	50 Ch with Avg 78.5%
90+	3 Ch with Avg 96.7%	3 Ch with Avg 92.8%	53 Ch with Avg 95.2%
Average Attendance Progress 24/25 compared with 23/24	10% (Range -5.25 to 21.8%)	10.7%	12.6% (Range -25.5 to 91.3%)

DFE Attendance Data 2024/25

	Attendance	Absence	Unauthorised Absence
Aut 2024/25	81.5%	18.5%	7.8%
Spr 2024/25	80.6%	19.4%	7.2%
Sum 2024/25	78.8%	21.2%	8.7%
Overall 2024/25	80.3%	19.7%	7.9%

Manchester Attendance Data 2024/25

	% Attendance	% Absence	% PA Pupils	% SA Pupils
Primary	94.56%	5.44%	15.14%	1.46%
Secondary	92.17%	7.83%	20.44%	4.16%
All Through	93.09%	6.91%	19.74%	2.50%
PRU Combined	61.16%	38.84%	81.66%	48.10%
Special	83.94%	16.06%	41.28%	10.87%
Bridgelea	80.91%	19.09%	56.55%	15.17%

Social & Emotional- Boxall Progress

Strand	PPG Target 2024-2027	Did Not Achieve	Achieved	25/26 Gap	25/26 Target	26/27 Target
A: Gives Purposeful Attention	50% Achieved across School	64%	36%	14%	40%	45%
B: Participates Constructively	50% Achieved across School	56%	44%	6%	47%	50+%
C: Connect Up Experiences	50% Achieved across School	33%	67%	Exceeded	Sustain	Sustain
D: Shows Insightful Involvement	50% Achieved across School	52%	48%	2%	50%	50+%
E: Engages Cognitively With Peers	50% Achieved across School	55%	45%	5%	48%	50+%