Pupil premium strategy statement

This statement details our school's use of pupil premium funding for 2026-2027 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school. It will be reviewed bi-annually and updated annually, reflecting the ongoing impact on reducing attainment and progress gaps and raising attainment.

School overview

Detail	Data
School name	Bridgewater Park Primary School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Ashleigh Hudson
Pupil premium lead	Ashleigh Hudson
Governor / Trustee lead	

Funding overview

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

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy Statement

At Bridgewater Park Primary School, our vision is to provide an exceptional education that empowers every pupil to succeed, regardless of their starting points or barriers to learning. We are committed to reducing social inequality and addressing disadvantage by removing the economic, social, emotional and medical barriers that can hinder achievement. Through a relentless focus on high-quality teaching, a broad and ambitious curriculum, and strong pastoral support, we strive to ensure that all pupils can thrive both academically and personally.

We recognise that disadvantaged pupils may face a range of challenges that impact their learning and development. Our curriculum is therefore designed to be inclusive, ambitious and responsive to need, ensuring that every child is supported to overcome potential barriers and achieve success. Attention is given to our disadvantaged cohort, including those with additional vulnerabilities, to ensure they have the opportunity to make strong progress, attain highly and be fully prepared for the next stage of their education.

When determining how to use Pupil Premium funding, leaders carefully consider the specific context of Bridgewater Park Primary School and the barriers faced by our disadvantaged pupils. Our strategy is informed by evidence-based research, including findings from the Education Endowment Foundation (EEF), to ensure that funding is allocated to approaches that are both effective and provide the best value for money. We understand that disadvantage can manifest in different ways and that many pupils face multiple and complex barriers. As such, our approach is bespoke and tailored to the individual needs of pupils rather than adopting a one-size-fits-all model.

Our Objectives

We aim to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils across all year groups and subjects.
- Increase the proportion of disadvantaged pupils achieving age-related expectations and higher standards in reading, writing and mathematics.
- Improve outcomes for disadvantaged pupils at the end of Key Stage 2, particularly in reading, writing and mathematics combined.
- Ensure disadvantaged pupils make strong progress from their starting points and are well prepared for secondary education.
- Support pupils' wellbeing, attendance, engagement and personal development so that they are ready to learn and able to access the curriculum successfully.

- Raise aspirations and provide opportunities that broaden experiences and enrich learning.

How We Will Achieve This

We will achieve these objectives through:

- Delivering consistently high-quality teaching and learning, recognising that quality-first teaching has the greatest impact on pupil outcomes.
- Using rigorous assessment and monitoring systems to identify gaps in knowledge, skills and understanding, enabling timely and targeted intervention.
- Providing evidence-informed academic support to accelerate progress and address identified learning needs.
- Ensuring that disadvantaged pupils, including those with SEND and other vulnerabilities, receive appropriate and effective provision that enables them to succeed.
- Promoting high levels of attendance, punctuality, engagement and readiness to learn.
- Providing targeted pastoral support to improve wellbeing, resilience, confidence and self-esteem.
- Enriching pupils' educational experiences through a range of cultural, sporting, creative and leadership opportunities.

We recognise that not all pupils who are eligible for Free School Meals are socially disadvantaged, and equally, not all socially disadvantaged pupils meet the criteria for Free School Meals. Therefore, while Pupil Premium funding is principally targeted towards eligible pupils, the school reserves the right to use funding to support any pupil or group of pupils whom leaders have legitimately identified as experiencing disadvantage or significant barriers to learning, where this will improve educational outcomes and life chances.

Challenges

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

Challenge number	Detail of challenge

1	Many of our children have had Adverse Childhood Experiences, which have resulted in social, emotional and mental health issues, which can manifest in poor engagement in learning and behavioural issues.
2	Attendance and punctuality remain key areas for improvement, driven by a small but significant cohort of persistently absent pupils. While overall attendance is improving, persistent absence rates for disadvantaged pupils remain higher than those of their non-disadvantaged peers. Leaders have implemented targeted support, robust monitoring and bespoke intervention strategies to address barriers to attendance and ensure that pupils attend school regularly and on time. Reducing persistent absence, particularly for disadvantaged pupils, remains a priority for the school.
3	A significant proportion of disadvantaged pupils who did not achieve a Good Level of Development (GLD) in 2025-26 were unable to meet the expected standard in Communication and Language. Many entered the Early Years Foundation Stage with significant delays in speech, language and communication, or joined the school with pre-existing communication needs. These early language deficits have continued to impact literacy development, contributing to weaker reading and writing outcomes across key stages. Improving pupils' speech, language and communication skills from the earliest stages remains a key priority to ensure disadvantaged pupils develop the strong foundations necessary for future academic success.
4	Outcomes in mathematics at the end of Key Stage 2 for disadvantaged pupils were significantly lower than those of their non-disadvantaged peers. As a result, only 33% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics combined. Leaders have identified this attainment gap as a priority and are implementing targeted interventions, adaptive teaching strategies and robust progress monitoring to improve outcomes for disadvantaged pupils and ensure greater equity of achievement across the school.
5	A high proportion of disadvantaged pupils also have identified SEND needs. This level of complexity can present additional barriers to learning, contributing to lower attainment across a range of curriculum areas. Targeted academic support, adaptive teaching and tailored intervention programmes are therefore required to accelerate progress, improve outcomes and ensure disadvantaged pupils with SEND are able to access the curriculum successfully.
6	Limited experiences outside of school of visiting places of interest and lack of exposure to knowledge, vocabulary and character development opportunities (lack of cultural capital as a result). This further exacerbates access to curriculum, literacy development and engagement with education

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.

**Given the large numbers of Pupil Premium students, and specifically clustered in certain year groups, statistical and quantitative analysis proves less useful and small numbers of non-pupil premium students make the comparisons and gap analysis irrelevant.*

Intended outcome	Success criteria
Improved attendance and reduced persistent absence for disadvantaged pupils, resulting in a narrowing of the attendance gap between disadvantaged and non-disadvantaged pupils. Attendance for disadvantaged pupils will exceed national disadvantaged attendance figures, ensuring they are able to access learning consistently and achieve positive outcomes.	Attendance for disadvantaged pupils improves over time, demonstrating sustained progress from the start of the academic year and when compared with previous cohorts. Attendance rates move closer to those of non-disadvantaged pupils and are at least in line with national averages for disadvantaged pupils. The proportion of disadvantaged pupils who are persistently absent reduces over time and moves closer to national figures for this group. Targeted support, early intervention and strong family engagement result in improved attendance for identified pupils, evidenced through case studies that demonstrate successful strategies and measurable improvements in attendance and punctuality.
Increased attainment and progress in mathematics for disadvantaged pupils, with a greater proportion achieving age-related expectations and meeting FFT targets. This will reduce the attainment gap between disadvantaged and non-disadvantaged pupils and increase the percentage of disadvantaged pupils achieving the expected standard in Reading, Writing and Mathematics (RWM) combined.	PP Pupils in KS1 and KS2 improve progress towards FFT 50 targets in Maths, compared to previous years and starting points in academic year. Increased number of PP pupils meet expected standard in Maths in KS1 and KS2, compared with previous years and starting points in academic year. As a result, the percentage of pupils reaching expected standards in combined RWM will increase. Increase percentage achieving greater depth, to meet FFT estimates and to bring this in line with reading and writing.
Improved literacy outcomes for disadvantaged pupils, evidenced by a greater proportion attaining the expected standard in reading and writing, meeting or exceeding FFT benchmarks, and making strong progress from their starting points, including within the Early Years Foundation Stage.	PP Pupils in KS1 and KS2 meet FFT 50 targets in reading and/or writing. Increased number of PP pupils meet Expected Standard in reading and/or writing in KS1 and KS2, compared with previous years and starting points in academic year. Increased number of PP pupils achieving GLD for communication and language.
Sustain and further improve the quality of provision for disadvantaged children in EYFS, ensuring they make strong progress from	Disadvantaged children continue to make excellent progress from their starting points, especially for communication and

their starting points and achieve outcomes that narrow attainment gaps, particularly in the prime areas of learning, so that an increasing proportion are on track to achieve a Good Level of Development (GLD) by the end of the Reception Year.	language– number of children achieving GLD increases from Autumn targets set and compared to previous cohorts.

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. *This document can be used in conjunction with a more detailed financial strategy/budget which outlines expenditure items against each of the three core areas below.*

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key focus on Quality First Teaching and curriculum intent and implementation, specifically Maths, in the CPD plan for the academic year: CPD focusing on metacognitive approaches to maths to increase pupil retention and attainment. Bespoke CPD personalised package for each teacher, including team teaching, coaching, improvement model, supported by the Trust central team and additional staffing. Investment in extra staffing to allow for Maths No Problem sessions, fluency sessions and mastering number sessions to be taught in separate year groups to allow for quality first teaching.	'…professional development makes a significant difference to student attainment… the effect size of professional development was 0.09 with a 95 per cent confidence interval of 0.06 to 0.13… the effect of professional development appears to be equivalent to having a teacher in the classroom with over a decade's experience.' *(Education Policy Institute and Ambition Institute)* 'Spending on improving teaching might include professional development, training and support for early career teachers… Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending' *(EEF Pupil Premium Guide)* 'Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well… the potential impact of these approaches is very high, particularly for disadvantaged pupils' *(EEF Guidance Report)* 'Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives' (Sir Kevin Collins, EEF) 'Instructional coaching is supported by evidence from replicated randomised controlled trials, meta-analysis, A-B testing and evidence from systematic	3, 4, 5

	research programmes…. Where possible, schools should strongly consider using instructional coaching for professional development. Indeed, it would be hard to justify the use of alternative approaches in the face of the existing evidence'.	
Continued additional leadership support (part time teaching) to quality assure the quality of education across the school, collaboratively target identified areas for development with curriculum intent and implementation, including assessment.	Schools should be able to demonstrate…'how well the subject curriculum is presented to ensure that pupils understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently. This includes the use of assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching'.	3, 4, 5
Continue to subscribe to a range of Phonics and reading materials & subscriptions to sustain the new statutory Phonics and Reading strategy. RWI Mat subscription incorporating QA, MAT development days etc, to increase the systematic approach to early reading and the evaluation of impact.	'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress' 'There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention'. (Education Endowment Foundation)	3, 4
Sustain quality of, EYFS provision to further support progress and attainment in early years, in order to continue to narrow early PP gaps, through Trust wide collaboration, engagement in evidence-based research and sharply focused improvement planning. Investment in TA3 to support quality interactions in EYFS.	There is good evidence that attending early years provision can improve a wide range of child outcomes, from ensuring children's healthy cognitive, behavioural, social and physical development, to laying the foundations for future, longer-term developmental milestones'. *(Education Policy Institute 2018)*	3

Continue to sustain the quality of Writing (and general English skills) through the use of Pathways to Write. Additional CPD to develop understanding of quality writing provision and delivery.	'Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. ….despite our best efforts, a child from a disadvantaged background in England is still significantly more likely … to leave primary school without securing their skills in reading and writing. The most recent data indicates around four in ten disadvantaged 11-year-olds—75,000 children—did not reach expected reading standards at Key Stage 2'. *(Professor Becky Francis, EEF)*	3, 4
Strengthen the quality of the Maths curriculum, including the quality of teaching, using Maths No Problem, in addition to daily fluency sessions and the implementation of the Times Table Fluency scheme across KS2. Additional part-time teacher to deliver maths across the school to allow maths to be taught in single year groups. Release of staff to collaborate across the MAT and Halton Maths Hub to support identification and implementation of effective practice and a Teaching for Mastery approach.	The Maths — No Problem! Primary Series was assessed by the DfE's expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery. As a result, the MNP Primary Series are recommended textbooks for schools on the mastery programme. 'The key principle of mastery is high expectations that all pupils will achieve… teachers are beginning to see a way forward in making a difference for teaching and learning; in particular a deep and sustainable learning for their pupils' (**NCETM**) Countries at the top of the table for attainment in mathematics education employ a mastery approach to teaching mathematics. Teachers in these countries do not differentiate their maths teaching by restricting the mathematics that 'weaker' children experience, whilst encouraging 'able' children to 'get ahead' through extension tasks *(***NCETM)**	4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

Employ additional teacher to release DHoS to support teaching and learning across the school allowing for small classes, identifying students who are significantly below FFT target in Maths, Reading and Writing and supporting them through small group learning.	'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average' 'Overall, evidence shows that small group tuition is effective… Once group size increases above six or seven there is a noticeable reduction in effectiveness' *(EEF Toolkit)* 'Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches'.+6 months EEF 'There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention'. (Education Endowment Foundation)	3, 4, 5
1:1 reading & Phonics tutoring provided by class teachers and TAs targeting underperforming students: addressing different subjects in different half terms.		3, 4, 5
Deployment of TA to support academic interventions for a range of academic subjects.		4, 5
Purchase of additional resources and subscription to support high quality interventions including Grammasaurus (Spelling & Maths) and rollama.	'Mathematical fluency is key to ensuring children make progress in maths. These targeted programmes will help transforms mathematics for the lowest achieving learners and support pupils with identified fluency gaps'.	4, 5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead in place to support raising levels of attendance and punctuality.	'There's a clear link between poor attendance and lower academic achievement… 73% of pupils who have **over 95% attendance** achieve 5 or more GCSEs at grades A*-C… Pupils with	2

Education Welfare Officer SLA purchased to support attendance of PP students and work with PA families, including additionality purchased from a specific EWO working with the traveller community. Specific issues with Friday attendance and year 2, 3 and 5 to be addressed by EWO and FSW. Breakfast club in place daily, beginning 45 minutes before the school day to promote punctuality, attendance and pupil well being Breakfast is provided for free to ALL children regardless of arrival time.	persistent absence are less likely to attain at school and stay in education after the age of 16 years' (NFER) Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, (DfE) Children who started missing school at the primary level find it difficult to study as they have already developed a very poor attitude to school. … the EWOs, will try to look for ways to help parents get their children to school more frequently. This is particularly helpful to parents whose children miss school due to circumstances that are out of their control rather than out of choice… Getting a good education will ensure that children will have a better chance at becoming something good in the future. (CPD Online)	
Pastoral Teacher Assistant deployed to support Social and Emotional needs of students, as well as supporting behaviour across the school. Thrive programme to be rolled out across school to support the most vulnerable pupils.	'Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance' (EEF Toolkit: Behaviour Interventions) 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment… Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff' *(EEF: Social and Emotional Learning)*	1
Subsidised trips and visits for all students to widen pupils' experiences.	'Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment….The overall impact of sports participation on academic achievement tends to be positive' (EEF: Sports Participation)	6
Wider curriculum development to include a variety of after school		6

clubs, in order to proven wider enrichment experiences.	‘Poorer primary children who had taken part in after-school clubs were found to get better results at age 11 than peers from similar homes who had not…taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources’. (Nuffield Foundation 2016) ‘Children reported greater enjoyment ratings when taking part in entertainment and culture activities (6.4 out of 7) and sports and exercise activities (6.3) than for other outdoor activities’ (ONS) ‘Overall, the impact of arts participation on academic learning appears to be positive…Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils’ (EEF: Arts Participation)	

Total budgeted cost: £+ SLT allocation

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 2025 to 2026 academic year.

Success criteria
Behaviour, safeguarding & attendance:
Other (this may include qualitative evidence):

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
Read Write Inc.	Ruth Minskin
Maths No Problem	
Pathways to Writing	Online Literacy Company
Pathways to Reading	Online Literacy Company