

Pupil premium strategy statement Bishops Down primary School



This statement details our school's use of pupil premium funding, 2022-2023, 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	225
Proportion (%) of pupil premium eligible pupils	(27) 12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	9.12.22
Date on which it will be reviewed	9.12.23
Statement authorised by	Clare Owen Headteacher
Pupil premium lead	Sarah Archer
Governor / Trustee lead	Alice Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,540.75 for the financial year
Recovery premium funding allocation this academic year	£3,657 for the financial year
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£52,197.75

Part A: Pupil premium strategy plan

Statement of intent

At Bishops Down Nursery and primary School, we believe that pupils are not at risk of under achievement because of any particular label used in life but because of the impact of socioeconomic disadvantage. This disadvantage can be a long process rather than a short term event but the effects of the barriers increased by Covid-19 have continued to impact on the learning for disadvantaged children. These can include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be more complex family issues which prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We further believe that Pupil premium should underpin every area of responsibility in school. We aim to ensure that every staff member is aware of the need to support and raise the achievement of disadvantaged pupils and what their role in doing this might be.

Our ultimate objectives are to:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all pupils, including disadvantaged pupils, in school to make or exceed nationally expected progress rates.
- To support our children’s wellbeing to enable them to access learning at an appropriate level.
- To provide a rich and varied curriculum.
- Use triangulated data to provide evidence to support and uphold decisions and interventions.

We aim to do this through a tiered approach that included:

High Quality Teaching and Learning

Teaching and learning opportunities will meet the needs of all our pupils through:

- Professional development for teaching staff
- Support for future Early Career Teachers and recently qualified staff
- Supporting teachers with specified strategies and approaches where needed.

Academic Intervention

- Nuffield early language intervention?
- Small group and one to one tutoring and support

- First wave response to improve specific areas of learning in addition to Quality First teaching

Wider approaches

- Appropriate provision will be made for all of our vulnerable groups, ensuring that socioeconomically disadvantaged pupils needs will be identified and addressed.
- We recognise that not all pupils who receive free school meals will be socioeconomically disadvantaged.
- We equally recognise that not all socioeconomically disadvantaged pupils are registered or qualify for free school meals. We may therefore allocate some of our pupil premium money to support any pupil that we have identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following an individual needs analysis for each child. This means there may be occasions where children receiving Pupil Premium will be in receipt of Pupil premium interventions at any one time.

To achieve these objectives:

- The range of provision the Governors consider making for this group include and would not be inclusive of:
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improving.
- To make 'Catch Up' tuition available to at least our lowest 20% of pupils including pupil premium pupils. This provides small group work focussed on overcoming gaps in learning.
 - support where needed.
- Behaviour support where needed.
- Additional teaching and learning opportunities for teaching and support staff where appropriate.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve higher than Age Related Expectations.
- Additional learning support from Teaching assistants and HLTA's.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in Reading and Writing across all children
2	Narrowing the attainment gap in achieving Maths across all children
3	Narrowing the attainment gap in achieving the year 1 phonics screening score
4	Attendance and punctuality issues
5	Long Term effects from Covid-19, remote learning and lockdowns has had a disproportionate effect on Pupil premium children
6	PP students' attitude to learning is on average lower than their peers, which is reflected both in behaviour, approach to learning, and attainment
7	Ensure that barriers for Early Years children are identified and removed so that children can achieve their full potential. Particular emphasis on early language development and literacy.
8	Bishops Down Nursery and Primary school is a mainstream school, with a Single Resource Provision for children with physical disabilities and complex medical 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
1. Progress in writing	Achieve or exceed national average progress scores in KS1 and KS2 Monitored through learning walks, book scrutinies, Teaching and learning conferencing, quality first teaching, analysis of data.
2. Progress in reading	Achieve or exceed national average progress scores in KS1 and KS2 Monitored through learning walks, book scrutinies, Teaching and learning conferencing, quality first teaching, analysis of data.
3. Progress in maths	Achieve or exceed national average progress scores in KS1 and KS2 Monitored through learning walks, book scrutinises, Teaching and learning

	conferencing, quality first teaching, analysis of data.
4.Increased attendance and punctuality	Ensure attendance of disadvantaged pupils is above 95% and is line with non pupil premium peers by 2024 Monitored by family liaison manager, reported to SLT.
5.Behavioural/Emotional difficulties in specific group	Reduction of behaviour issues including internal exclusions Emotion regulation to be prominent in school and self-regulation to take place
6.Nurture support	Inclusive, focussed intervention that remove barriers to learning; improve social and emotional needs; aide language development and communication.
7.Ensure that pupil premium children are accessing sport, and other activities that will increase their cultural capital.	All In Club, Sports clubs, attendance at after school clubs and activities includes PP children. An effective system of tracking of participation to be in place which will ensure attendance will be monitored and reviewed by attendance officer who will maintain contact with families who fall beneath 92%. We will work with parents and children to identify and remove barriers to attendance. Levels of engagement for PP students is in line with Non-PP students by 2024 for out of school clubs.

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: £10,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA Support	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Effective teaching is the best lever	1, 2

	for improving outcomes (Addressing Educational Disadvantage in schools and colleges, Ed. Rowland, 2021) Great Teaching Toolkit (EEF)	
De-escalation Training	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EEF)	6
Speech bubble Training	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. (EEF)	6, 1, 2, 3
Literacy CPD to improve Reading 2022-2023	Improvement to Teacher skills and knowledge. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	1
Literacy CPD to improve writing 2022-2023	Improvement to Teacher skills and knowledge. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	1, 3

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

Budgeted cost: £21,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First tuition in Year 2 and 6 through delivery of small groups	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months. Research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6-12 weeks, appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching (Third Space Learning Effective teaching is the best lever for improving outcomes (Addressing Educational Disadvantage in schools and colleges, Ed. Rowland, 2021) Great Teaching Toolkit (EEF	2
Speech bubble intervention	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. (EEF)	5, 6
Early Years improvement of Communication, Language and Literacy through NELI programmer	Preparing for Literacy: Improving communication, language and literacy in the Early Years. (EEF, 2018)	7, 1
1:1 reading tutoring to improve outcomes in Year 2 and 3	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group.	1

	<p>This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those 1, 2, 4, 5, 7 8 who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,098.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time to talk	2018 DfE report on Mental health and behaviours in schools' highlights links between mental health, behaviour and therefore attainment. This include short term issues or transitional challenges for children and their families, as well as Adverse Child Experiences (ACE's).	5, 6
Nurture Group activities	CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies have a benefit of significant improvement in learning i.e. +4 Months to learning	5, 6
All In Club	EEF's tool kit reports +2 months benefit from both arts and sports participation. All in Club aims to increase cultural capital in invited attendees.	5, 6
Pastoral Lead engaging regularly with parents of children who have	DfE Report (2016) showed that, long term, children with persistent absence achieve significantly decreased academic attainment at	1, 2, 3, 4, 5

persistently low attendance	GCSE level (3% achieving 5 or more GCSEs) compared 73% of children with good attendance (95% +) achieving 5 or more GCSEs.	
Early Years “Stay and Play’ sessions	EEF reports that working collaboratively with parents increases learning gains of +3 months over the course of a year.	6, 7
Beehive to support families’ employments, provide children with breakfast and a light tea and to enable children to arrive at school on time	Breakfast clubs can have a real impact on reducing the numbers of children being hungry in the morning. Breakfast clubs can help pupils’ punctuality. Breakfast clubs can be a way of encouraging pupils to get to school on time. (DFE Stat guidance template (publishing.service.gov.uk))	4, 5, 6
Subsidise trips, clubs and uniform, to enable children to take part in wider school activities and feel part of the community	Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour. School uniform (EEF) EEF’s tool kit reports +2 months benefit from both arts and sports participation.	6
Feegans child counselling to support children’s mental health	2018 DfE report on Mental health and behaviours in schools’ highlights links between mental health, behaviour and therefore attainment. This include short term issues or transitional challenges for children and their families, as well as Adverse Child Experiences (ACE’s).	5, 6

Total budgeted cost: £ 52,197.75

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Progress in writing

Achieve or exceed national average progress scores in KS1 and KS2-1.

KS1: 20% (National average 57.6%)

KS2: 14,3% (National average 67%)

2. Greater depth in writing

Achieve national average for greater depth writing

KS1: 0% (NA 8%)

KS2: 14.3% (12.8%)

3. Increased attendance and punctuality

Average attendance for PP is 86 per cent

4. Behavioural/Emotional difficulties in specific group

Exclusions increase from 1 to 3 (2 pupil premium children) After involvement from Specialist teacher liaison services, children had personalised behaviour plans with consistent boundaries.

5. Nurture support

Children accessed All In Club, Time to Talk and Reading dog therapy.

6. Ensure that pupil premium children are accessing sport, and other activities that will increase their cultural capital.

14 Pupil Premium children registered for clubs.