

## Pupil Premium Strategy Statement 2016 -17



“The school's approach to the promotion of community cohesion and equality of opportunity is exemplary.”

Ofsted Report - May 2011

The Government introduced the Pupil Premium Grant in 2011 to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring funding to tackle disadvantage reaches the pupils who need it most. Schools have the freedom to decide how the Pupil Premium is spent in order to diminish the difference of attainment, opportunities and life chances for these pupils on an individual basis.

At Bishop Road Primary School we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including pupil premium funding. Pupils eligible for free school meals are currently a small number at Bishop Road; the grant received by the government is spent to support these pupils in a variety of ways across the school. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

The overall impact of pupil premium investment in the school has been significant in supporting high achievement and progress for pupils in this group in recent years. In recognition of this, the school has been shortlisted in the South West region for the Pupil Premium Awards on three occasions including 2016.

# Pupil premium strategy statement

1. Summary information					
School	Bishop Road School				
Academic Year	2016/17	Total PP budget	£52,266	Date of most recent PP Review	Feb 2017
Total number of pupils	768	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Sep 2017

2. Current progress rates		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Rate of progress in reading, writing and maths	<b>6.0 expected progress</b>	
progress in reading	6.9	6.6
progress in writing	6.1	5.9
progress in maths	6.8	6.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	48% of pupil premium children are EAL learners. The lower level of confidence with English that many of their parents have affects participation in home activities such as daily reading with their child.
<b>B.</b>	Many pupil premium children live at a greater distance from the school; this can affect their punctuality and engagement in extracurricular activities where transport is not provided by the school.
<b>C.</b>	18% of pupil premium are SEND learners.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Pupil attendance, although high, is below the school's average for 2015/16 at 93.62% compared to the school's overall attendance rate of 96.8%.
<b>E.</b>	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PP children make greater progress than their peers in all subjects.	Each year group can show greater progress amongst PP children than the rest of the cohort.
<b>B.</b>	There is greatest progress in writing attainment.	Writing shows the highest attainment increase from entry to year end.
<b>C.</b>	Children will overcome specific individual learning barriers.	Teachers can identify personalised strategies developed with their PP children in class and during feedback sessions leading to increased progress and attainment.
<b>D.</b>	PP children reach or surpass age related expectations on average across the curriculum.	PP children reach or surpass age related expectations on average across the curriculum.
<b>E.</b>	PP children will engage fully in wider school life.	All PP children will be part of a lunchtime or after school club. All PP children in Y4-Y6 will have an opportunity to represent the school. All PP children will have enhanced opportunities to benefit from the school enrichment offer eg interview crew, small group sessions and workshops.
<b>F.</b>	Strengthened home-school link with families of PP children.	Teachers will adopt a proactive approach to engaging PP families including personal invitations to school events such as performances, parents' evenings and PTFA events.

## 5. Planned expenditure

**Academic year**

**2016/17**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children make greater progress than their peers in all subjects.	Use of progress tracking data to tailor appropriate personalised learning approaches for PP children  Staff training investment	December's data shows an attainment gap of two terms in Year 5. The gap is smaller in other year groups, with Years 2 and 6 attaining well.  Investment in staff knowledge, understanding and skills of teaching strategies/approaches and pedagogy enables enhanced effectiveness of classroom practice for all	Review and adjustment of support for interventions. Lesson observations. Assessment analysis.  Planning and direction meetings.  Tracking and monitoring of pupil premium children.	SLT/HR	Termly
Enhanced progress in writing.	Focus on handwriting and integrated grammar	School wide, the attainment gap is largest in writing (one term behind). Analysis identifies grammar and handwriting as core aspects required to achieve target progress.	Planning and direction meetings.  Staff meetings.	SLT/HR	Termly
<b>Total budgeted cost</b>					£6,500

<b>ii Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children will overcome specific learning barriers.	<p>Personalised learning focus in fortnightly 1:1 feedback sessions with PP children.</p> <p>SEAL groups and 1:1 sessions.</p> <p>Motor coordination intervention and support programmes</p>	<p>Sutton Trust research into effective progress.</p> <p>Difficulties in home life are a barrier to learning of some of our PP children (see DPS forms). Specially trained teachers work with these children to support them socially and emotionally within school.</p> <p>If not addressed motor coordination problems impacts on the child's ability to use information from the senses to plan, adapt and control their movements.</p>	<p>Targets and progress reviewed three times a year by PP Champion.</p> <p>Guidance and support given by HR to teachers throughout the year and in staff meeting.</p> <p>Continued discussion and updates between class teacher and HR as appropriate.</p> <p>Alarm bells meetings.</p> <p>Observation feedback from Sports coaches- information from SSP reviews.</p>	<p>SLT/HR</p> <p>SD</p>	Termly
PP children reach or surpass age related expectations on average in all four areas of assessment.	<p>Teacher-led interventions.</p> <p>Implementation of new handwriting scheme.</p> <p>School focus on peer editing and feedback in writing.</p>	Age related expectations are being broadly met in Grammar but in other subjects attainment is more varied.	<p>Assessment analysis.</p> <p>DPS form monitoring.</p> <p>Review and adjustment of support for interventions.</p> <p>Regular year group meetings to discuss progress.</p>	SLT/HR	Termly
<b>Total budgeted cost</b>					£25,000

<b>iii Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children will engage fully in wider school life	<p>Inclusion lead ensures all PP children participate in a lunchtime or after school club and are given the opportunity to represent the school at a sports competition.</p> <p>Homework club</p> <p>Interview Crew</p> <p>Social/Emotional Interventions</p> <p>Enrichment, trip subsidy investment Author visits, music lessons, lunchtime clubs, theatre trips &amp; residential trip discounts</p>	<p>There have been occasions where children have been unable to participate in sports events due to difficulties with transport.</p> <p>DPS forms show that children can find it difficult to complete regular reading and homework tasks at home.</p> <p>Crew gives PP children the chance to fully engage on a more personal and aspirational level with visitors to the school and to ask questions regarding their inspiration, motivation and practical tips.</p> <p>Development of resilience and well being supports behaviour for learning and embeds attitudinal strength to overcome challenges</p> <p>Enhanced cultural experiences elevate the aspirations of pupils to diminish socio-economic disparities.</p>	<p>Regularly updated and monitored register of participation.</p> <p>Provision for transport to events.</p> <p>Lunchtime clubs.</p> <p>Aspirational and engaging enrichment programme.</p> <p>Individual tracking of engagement amongst pupil premium children.</p> <p>Review through Pupil Welfare interviews, behaviour tracking and attainment data</p> <p>Enrichment lead teacher to liaise with PP Champion</p>	<p>HR/TB</p> <p>SLT</p>	Termly
Strengthened home-school link with families of PP children.	<p>The gift of a book.</p> <p>Literacy games project.</p> <p>KS1 reading buddy scheme.</p> <p>Increased verbal communication between class teachers and families of PP children.</p>	<p>Books are at the heart of our school culture. We see this focus on reading as essential in order to elevate access and as a key drive for social mobility.</p> <p>Game enables children to reinforce literacy skills developing in school, e.g. phonics or sentence building, on a regular basis.</p> <p>DPS forms show that some of our PP families struggle to read regularly at home.</p> <p>Fewer families of PP children have attended open events at the school, such as class performances.</p>	<p>Book bank monitored and updated annually.</p> <p>Children will first play the games in school with an adult to develop familiarity and independence with the activity. Teacher will also be able to ascertain that the level of challenge is appropriate. This is overseen and monitored by the Pupil Premium Champion.</p> <p>Reading logs. HR monitor pairings and make necessary adjustments.</p> <p>DPS form monitoring. Continued discussion and updates between class teacher and HR as appropriate.</p>	HR	Twice a year
<b>Total budgeted cost</b>					£21,500

## 6. Previous Academic Year

### Impact Summary

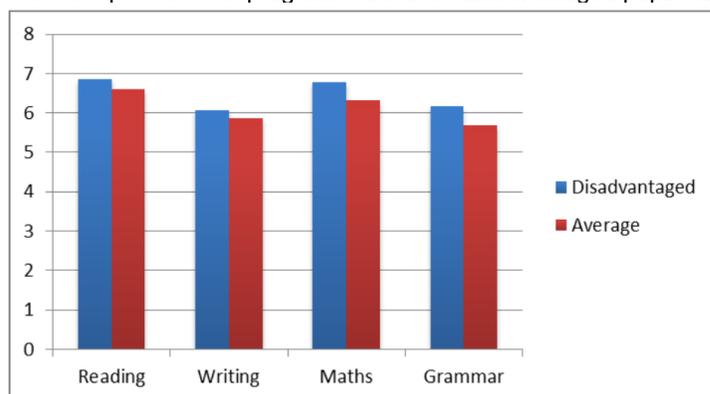
2015/16

In 2015 / 2016 there were 41 children who met the criteria for Pupil Premium. We continued to support these children through small group work with specialist teachers in Early Years, Key stage 1 and Key stage 2. Disadvantaged pupils' starting and finishing points for attainment remain lower than their peers. However at the end of the academic year disadvantaged children as a group across the school made accelerated progress from their year entry starting points in all curriculum areas on average.

The data variance at the end of Key Stages (from past results and between subjects in 2016) is reflective of the interpretation of the new assessment approach which has seen all subjects in KS 1 and KS 2 writing teacher assessment lower than previous years.

#### School Average Progress of Disadvantaged Pupils by Subject

- On a 6 point annual progress measure - disadvantaged pupils are making more progress than the school average in all core areas of the curriculum.



RAISEonline data				
End of KS2 percentage of pupils achieving the expected standard				
	National Not disadvantaged	School Not disadvantaged	School Disadvantaged	No of pupils
Maths	75	94	79	14
Reading	71	96	64	
Writing (TA)*	79	88	43	
Grammar	78	96	79	

Key Stage 1 – Year 2 By subject	National Average for Disadvantaged Pupils at ARE July 2016	Bishop Road Disadvantaged Pupils at ARE 2016	No of disadvantaged pupils in Yr 2
Reading	78	50	6
Writing	70	50	
Maths	77	33	
Science	85	67	

Subject	Key Stage	National Average for Disadvantaged Pupils ARE 2016	Bishop Road Disadvantaged Pupils at ARE 2016	No of disadvantaged pupils
Phonics Screening Check Year 1	1	70%	100%	3

Subject	Key Stage	Bristol Schools Average for Disadvantaged Pupils at ARE July 2016	Bishop Road Disadvantaged Pupils at ARE July 2016	No of disadvantaged pupils
Good Level of Development/ARE	EYFS	52%	60%	5

## 7. Additional detail

Within our pupil premium cohort, there are only three families with more than one sibling recorded as eligible for funding.

Were every sibling in a family to qualify for pupil premium funding, the number of pupils receiving funding would increase by 15%.

We understand that home circumstances change and that therefore families may no longer qualify for funding; however, we continue to work to ensure that those eligible for funding are provided with information and support to complete the application.