



Pupil Premium Strategy Statement 2017 -18

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	2017/18	Total PP budget	£42,240	Date of most recent PP Review	Nov 2017
Total number of pupils	805	Number of pupils eligible for PP	34	Date for next internal review of this strategy	April 2018

2. Current Academic Progress - Autumn End Data TBC Dec 2017		
Cohort of 6 children in Yr 6	<i>Current on track for EXS Pupils eligible for PP (Bishop Rd)</i>	<i>BENCHMARK Pupils not eligible for PP (national average 2017)</i>
KS 2 Current outcomes in reading	83% EXS 33% GD	77% EXS 29% GD
KS 2 Current outcomes in writing	83% EXS 50% GD	81% EXS 21% GD
KS 2 Current outcomes in maths	83% EXS 33% GD	80% EXS 27% GD
Cohort of 5 children in Yr 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS 1 Current outcomes in reading	60% EXS 0% GD	79% EXS 28% GD
KS 1 Current outcomes in writing	20% EXS 0 % GD	72% EXS 18% GD
KS 1 Current outcomes in maths	20% EXS 0 % GD	79% EXS 23 % GD
Cohort of 5 children		
KS 1 Phonics current outcomes	- 100% EXS ave mark	84% EXS ave mark 34

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	50% 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.	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.
C.	15% of pupil premium are SEND learners.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Pupil attendance, although high, is below the school's average for 2015/16 at 95.0% compared to the school's overall attendance rate of 96.7%.
E.	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>
A.	PP children make accelerated progress and close the attainment gap on their peers.	Each key stage will show accelerated progress amongst PP children towards cohort average.
B.	There is greatest progress in writing attainment.	Writing shows the highest attainment increase from entry to year end.
C.	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.
D.	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.
E.	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.
F.	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

2017/18

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children make accelerated progress and close the attainment gap on their peers.	Use of progress tracking data to tailor appropriate personalised learning approaches for PP children Staff training investment	July data shows an attainment gap of just over a term in last year's Year 5 PP cohort (the current Year 6). The gap is smaller in other year groups, with last year's Year 2 (the current Year 3) attaining above their peers. 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
There is greatest progress in writing attainment.	Focus on handwriting and integrated grammar	School wide, the attainment gap is largest in writing (a little less than one term behind). Analysis identifies grammar and handwriting as core aspects required to achieve target progress.	Planning and direction meetings. Staff meetings. SDP – core priority 1.	SLT/HR	Termly
Total budgeted cost					£6,500

ii Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will overcome specific learning barriers.	<p>Personalised learning focus in 1:1 feedback sessions with PP children (4 x 30 minutes three times in the year)</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 impact 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>	<p>Age related expectations were met last year in Year 2 but in other years the results were more varied.</p>	<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
Total budgeted cost					£25,000

iii Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children will engage fully in wider school life	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.	There have been occasions where children have been unable to participate in sports events due to difficulties with transport.	Regularly updated and monitored register of participation.	HR/TB	Termly
	Homework club	DPS forms show that children can find it difficult to complete regular reading and homework tasks at home.	Provision for transport to events. Lunchtime clubs.		
	Interview Crew	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.	Aspirational and engaging enrichment programme. Individual tracking of engagement amongst pupil premium children.		
	Social/Emotional Interventions	Development of resilience and well being supports behaviour for learning and embeds attitudinal strength to overcome challenges	Review through Pupil Welfare interviews, behaviour tracking and attainment data		
	Enrichment, trip subsidy investment Author visits, music lessons, lunchtime clubs, theatre trips & residential trip discounts	Enhanced cultural experiences elevate the aspirations of pupils to diminish socio-economic disparities.	Enrichment lead teacher to liaise with PP Champion	SLT	
Strengthened home-school link with families of PP children.	The gift of a book.	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.	Book bank monitored and updated annually.	HR	Twice a year
	Literacy games project.	Game enables children to reinforce literacy skills developing in school, e.g. phonics or sentence building, on a regular basis.	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.		
	KS1 reading buddy scheme.	DPS forms show that some of our PP families struggle to read regularly at home.	Reading logs. HR monitor pairings and make necessary adjustments.		
	Increased verbal communication between class teachers and families of PP children.	Fewer families of PP children have attended open events at the school, such as class performances.	DPS form monitoring. Continued discussion and updates between class teacher and HR as appropriate.		
Total budgeted cost					£11, 500

6. Previous Academic Year

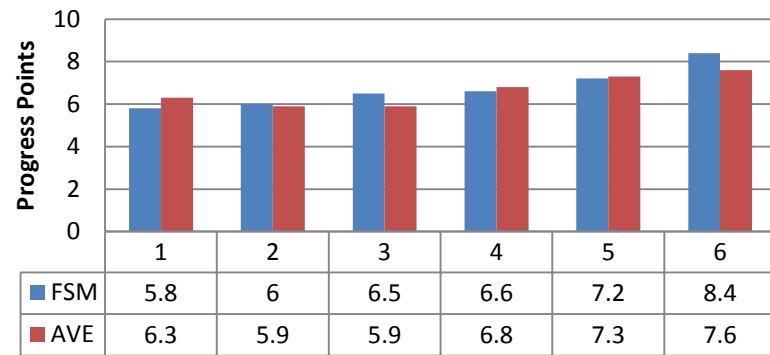
Impact Summary

2016/17

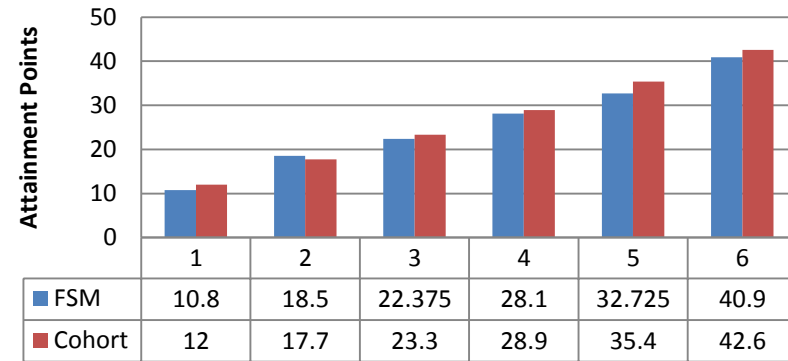
In 2016 / 2017 there were 34 children who met the criteria for Pupil Premium. We continued to support these children through small group work with specialist teachers in Early Years, Key stage 1 and Key stage 2. Disadvantaged pupils' starting and finishing points for attainment remain lower than their 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 across KS2.

On a 6 point expected annual progress measure - disadvantaged pupils have made accelerated progress and closed the gap on the cohort average in Yrs 2, 3 & 6 for the academic year 2016/17.

FSM/Ave Progress 2017 End



FSM/Ave Attainment 2017 End



Key Stage 1 – Year 2 By subject	National Benchmark (Not disadvantaged) EXS	Bishop Road Disadvantaged Pupils EXS	No of disadvantaged pupils in Yr 2
Reading	79	50	6
Writing	72	33	
Maths	79	67	
Science	86	50	

ASP data				
End of KS2 percentage of pupils achieving the expected standard				
	National Benchmark (Not disadvantaged) EXS	School Not disadvantaged EXS	School Disadvantaged EXS	No of pupils
Maths	80	91	60	5
Reading	77	90	60	
Writing (TA)*	81	96	80	
Grammar	82	94	80	

<i>Subject</i>	<i>Key Stage</i>	<i>National Benchmark (Not disadvantaged) EXS</i>	<i>Bishop Road Disadvantage d Pupils EXS</i>	<i>No of disadvanta ged pupils</i>
<i>Phonics Screening Check Year 1</i>	<i>1</i>	<i>84%</i>	<i>80%</i>	<i>5</i>

<i>Subject</i>	<i>Key Stage</i>	<i>Bristol Benchmark (Not disadvantaged)</i>	<i>Bishop Road Disadvantaged Pupils at ARE</i>	<i>No of disadvanta ged pupils</i>
<i>Good Level of Development/ARE</i>	<i>EYFS</i>	<i>52%</i>	<i>0%</i>	<i>1</i>

7. Additional detail

Within our pupil premium cohort, we now have five families with more than one sibling recorded as eligible for funding; this is an increase from three last academic year. Were every sibling in a family to qualify for pupil premium funding, the number of pupils receiving funding would increase by 12%. 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. Attendance rose significantly from 93.62% in 2015/16 to 95.0% in 2016/17.