



Pupil Premium Strategy Statement 2019– 20

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 recognition of this, the school has been shortlisted in the South West region for the Pupil Premium Awards on three occasions in recent years.

Pupil premium strategy statement

1. Summary information					
School	Bishop Road School				
Academic Year	2019/20	Total PP budget	£52800	Date of most recent PP Review	Oct 2019
Total number of pupils	816	Number of pupils eligible for PP	40	Date for next internal review of this strategy	Jan 2020

2. Current Academic Progress - Year End Data 2018/19 to be updated Dec 2019			
Cohort of 7 children in Yr 6	<i>Points Progress</i>		<i>Expected Progress Points</i>
	<i>Pupils eligible for PP (Bishop Rd)</i>	<i>Whole year 6 cohort (Bishop Rd)</i>	
Reading	6.69	9.43	6.0
Writing	6.62	9.43	6.0
Maths	7.71	6.59	6.0
Cohort of 4 children in Yr 2	<i>Points Progress</i>		<i>Expected Progress Points</i>
	<i>Pupils eligible for PP (Bishop Rd)</i>	<i>Whole year 2 cohort (Bishop Rd)</i>	
Reading	6.45	5.50	6.0
Writing	6.33	5.00	6.0
Maths	6.16	5.50	6.0
Cohort of 3 children in Yr 1	Passed Phonics Test		National average pass rate
	<i>Pupils eligible for PP (Bishop Rd)</i>	<i>Whole year 1 cohort (Bishop Rd)</i>	
KS 1 Phonics outcomes	80%	95.8%	82%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	44% 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.	8% of pupil premium are SEND learners.

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

D.	Pupil attendance is below the school's average for 2019/20 at 92.74% compared to the school's overall attendance rate of 97%
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 e.g. 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

2019/20

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	<i>July data shows lower attainment writing and grammar for last year's Year 5 PP cohort (the current Year 6) compared to the whole cohort and is also slightly lower for maths and reading. It also shows lower attainment in reading, writing and maths for last year's Year 1 (the current Year 2) compared to the whole cohort.</i> <i>Investment in staff knowledge, understanding and skills of teaching strategies/approaches and pedagogy enables enhanced effectiveness of classroom practice for all.</i>	Review and adjustment of support for interventions. Lesson observations. Assessment analysis. Planning and direction meetings. Tracking and monitoring of pupil premium children.	SLT/LT	Termly
There is greatest progress in reading attainment.	Focus on improving reading fluency and developing the use of strategies to aid reading comprehension skills.	School wide, the attainment gap is largest in reading. Analysis identifies the need to increase fluency in reading as well as strengthening key strategies for developing comprehension of a text as core aspects required to achieve target progress.	Planning and direction meetings. Staff meetings and training. Reading ambassadors scheme.	SLT/LT	Termly
Total budgeted cost					£3000

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 LT to teachers throughout the year and in staff meeting.</p> <p>Continued discussion and updates between class teacher and LT as appropriate.</p> <p>Alarm bells meetings.</p> <p>Observation feedback from Sports coaches- information from SSP reviews.</p>	<p>SLT/LT</p> <p>SD/EG/LT</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><i>Progress in core assessment areas was greater for PP children compared to the rest of the cohort in Years 4, 5 and 6 last year but in other years the results were more varied.</i></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/LT	Termly
Total budgeted cost					£24,800

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?
<p>PP children will engage fully in wider school life</p>	<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 & residential trip discounts</p> <p>Wider World Programme (6 x PP children taking part in charity cultural enrichment programme - £1600)</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>Interview 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>6 x children to take part in the Wider World programme where they will be offered a range of exciting enrichment opportunities in school holidays and work towards developing their personal skills.</p> <p>Development of resilience and wellbeing 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>LT/TB</p> <p>SLT</p>	<p>Termly</p>
<p>Strengthened home-school link with families of PP children.</p>	<p>The gift of a book.</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>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>Reading logs. LT monitor pairings and make necessary adjustments.</p> <p>DPS form monitoring. Continued discussion and updates between class teacher and LT as appropriate.</p>	<p>LT</p>	<p>Twice a year</p>
Total budgeted cost					<p>£25,000</p>

6. Previous Academic Year

Impact Summary

2017/18

In 2018/19 there were 42 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 compared to the whole school cohort.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	1.93	3.31	2.86
Confidence interval	-2.9 to 6.7	-1.3 to 7.9	-1.4 to 7.2
Number of disadvantaged pupils	6	6	6
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

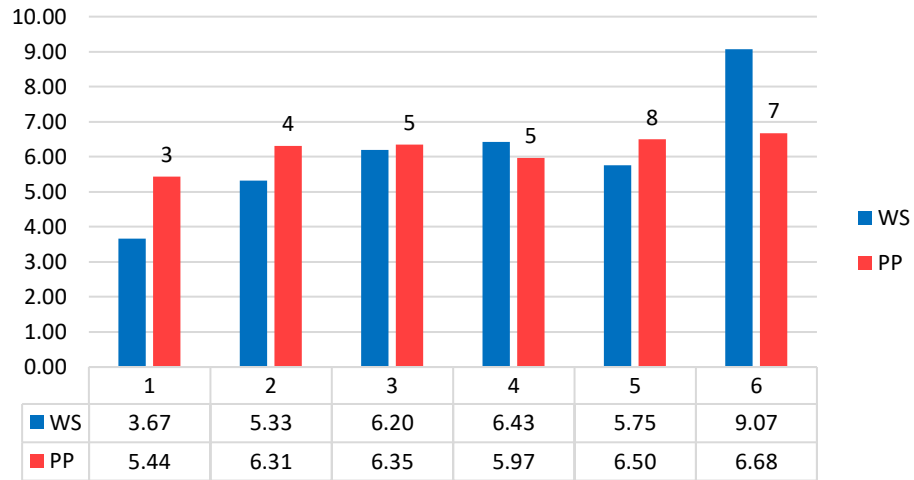
Average progress for disadvantaged pupils was positive – in all subjects children exceeded the National Average.

***Awaiting validated data for 2019**

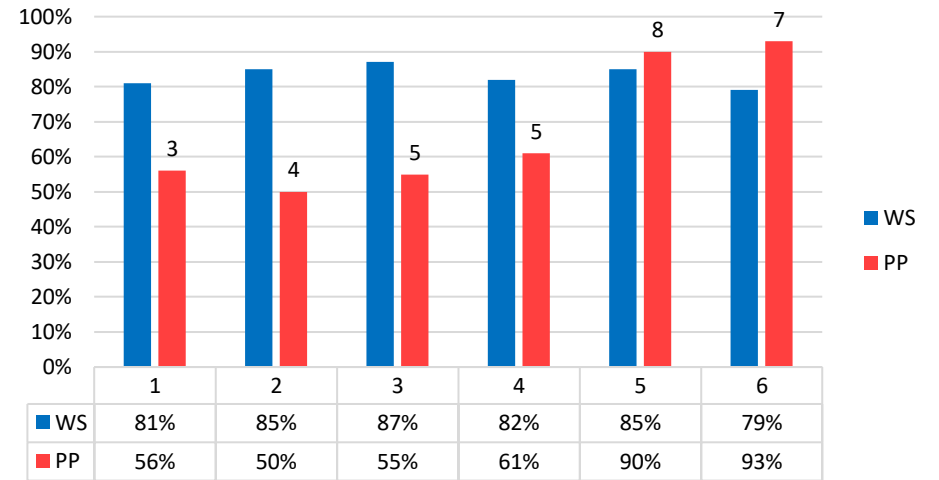
Year Group Tracking

On a 6 point expected annual progress measure - disadvantaged pupils have made accelerated progress and narrowed the gap on the cohort average in Year

WS/PP Progress Year End 2019



WS/PP Attainment Year End 2019



***Awaiting validated data for 2019**

<i>Key Stage 1 - Year 2 By subject</i>	<i>National Average</i>	<i>Bishop Road Disadvantage d Pupils EXS</i>	<i>No of disadvanta ged pupils in Yr 2</i>
<i>Reading</i>	<i>75%</i>	<i>60%</i>	<i>5</i>
<i>Writing</i>	<i>76%</i>	<i>60%</i>	
<i>Maths</i>	<i>76%</i>	<i>60%</i>	

<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>
2019 data <i>Phonics Screening Check Year 1</i>	<i>1</i>	<i>82%</i>	<i>66%</i>	<i>3</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>
2018 data <i>Good Level of Development/ARE</i>	<i>EYFS</i>	<i>52%</i>	<i>0%</i>	<i>1</i>

<i>ASP data</i>				
<i>End of KS2 percentage of pupils achieving the expected standard</i>				
	<i>National Benchmark (Not disadvantaged) EXS</i>	<i>School Not disadvantaged EXS</i>	<i>School Disadvantaged EXS</i>	<i>No of pupils</i>
<i>Maths</i>	<i>81</i>	<i>98%</i>	<i>67%</i>	<i>6</i>
<i>Reading</i>	<i>80</i>	<i>89%</i>	<i>67%</i>	
<i>Writing (TA)*</i>	<i>83</i>	<i>93%</i>	<i>83%</i>	
<i>Grammar</i>	<i>82</i>	<i>87%</i>	<i>67%</i>	