

Pupil Premium Strategy Statement 2020 - 21

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.

**Supporting Pupil Premium Pupils at Bishop Road**

**Quality First Teaching**

Effective classroom teaching is the key ingredient in supporting pupil premium children at Bishop Road. Teaching is built around very high expectations for all, subject expertise and positive relationships. Our teachers forensically know their students so they can proactively intervene in lessons to close any gaps in learning. All teachers and support staff are aware of the importance of maintaining high expectations for all and never conflate low prior attainment as limited potential. Quality first teaching at Bishop Road benefits all students but also includes deliberate strategies that target closing the gaps for Pupil Premium students, for example, targeted questioning, detailed written feedback, targeted verbal feedback during lessons, a strategic seating plan, challenges for high attaining students and scaffolding to ensure lower ability students have what they need to achieve high quality outcomes.

**Targeted academic support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. All Pupil Premium children at Bishop Road receive 12 x 1:1 sessions with their class teacher across an academic year. These sessions focus on very specific academic targets, which help to close the gaps in academic attainment. For high attaining pupil premium children, these sessions are used to challenge them and extend their learning. Children who are working significantly below age related in Reading, Writing, Grammar and Maths will also have regular academic interventions with an LSA. Class teachers plan and provide resources for these sessions to ensure that interventions are targeted and directly support quality first teaching in class.

**Wider strategies**

Bishop Road deliberately offers opportunities to build students’ social and cultural capital into the curriculum and we ensure that we are preparing all children for their future lives through a wide range of enrichment experiences as they move through the school. A portion of the pupil premium spend is used to ensure that disadvantaged pupils are able to access the full spectrum of opportunities offered including trips, clubs, sports competitions and music tuition. All pupil premium children are involved in two school performances each year, the reading ambassadors’ project and the school interview crew during their time at the school and Year 5 and 6 pupil premium children take part in the Wider World programme, all of which are designed to develop confidence, resilience and community engagement. Children’s emotional wellbeing and mental health is supported through weekly whole class Growth and Reflection lessons, targeted ELSA interventions and therapeutic support.

**Pupil premium Strategy Statement**

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| 1. **Summary information** | | | | | |
| **School** | Bishop Road School | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | **£52800** | **Date of most recent PP Review** | Oct 2020 |
| **Total number of pupils** | 816 | **Number of pupils eligible for PP** | **40** | **Date for next internal review of this strategy** | Jan 2021 |

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| 1. **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)* | | | |
|  | | 25% 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. | |
|  | | Many pupil premium children live at a greater distance from the school; this can affect their punctuality and attendance, particularly if a family member must isolate, removing the child’s means of travel to school. | |
| **C.** | | 5% of pupil premium are SEND learners. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Pupil attendance was 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. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | 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. |
|  | There is greatest progress in reading attainment. | | Reading shows the highest attainment increase from entry to year end. |
|  | 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. |
|  | 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. |
|  | PP children will engage fully in remote learning. | | All PP children will be able to access remote learning.  All PP children will be able to have an interactive remote learning experience.  All PP children will be supported to make progress during any spells of remote learning. |
|  | Strengthened home-school link with families of PP children. | | Teachers will adopt a proactive and personalised approach to engaging PP families including personal invitations to events such as parents’ evenings and parent or child-focused virtual meetings online. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020/21** | | | | |
| 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. | | | | | |
| 1. **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 | 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. | HR | Termly |
| There is greatest progress in reading attainment. | Focus on improving reading fluency and developing the use of strategies to aid reading comprehension skills. | Due to school closure in March 2020, there is a need to continue with our approach outlined in the previous academic year. We are mindful that access to quality reading material during school closure was negatively affected. 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.  Borrow books scheme | HR | Termly |
| **Total budgeted cost** | | | | | £3000 |

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| **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. | Personalised learning focus in 1:1 feedback sessions with PP children (a minimum of 4 x 30 minutes three times in the year)  Pastoral support in small groups and 1:1 sessions.  Training for teachers delivering pastoral support (play therapy and ELSA training) | Sutton Trust research into effective progress.  Difficulties in building self esteem, mental wellbeing, friendships or home life are a barrier to learning of some of our PP children (see DPS forms). Pastoral team work with these children to support them socially and emotionally within school. | Targets and progress reviewed three times a year by PP Champion.  Guidance and support given by HR to teachers throughout the year and in staff meeting.  Continued discussion and updates between class teacher and HR as appropriate.  Alarm bells meetings. | HR  HR/EM | Termly |
| PP children reach or surpass age related expectations on average in all four areas of assessment. | Teacher-led interventions.  School focus on the core subjects. | Due to school closure, children have missed opportunities to revisit and overlearn core knowledge and skills in school. | Assessment analysis.  DPS form monitoring.  Review and adjustment of support for interventions.  Regular year group meetings to discuss progress. | SLT/HR | Termly |
| **Total budgeted cost** | | | | | £24,800 |

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| **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 remote education where appropriate | Social/Emotional Interventions  Investment in remote education resources  Wider World Programme (6 x PP children taking part in charity cultural enrichment programme - £1600) | Development of resilience and wellbeing supports behaviour for learning and embeds attitudinal strength to overcome challenges  DPS forms show that children can find it difficult to complete regular reading and homework tasks at home.  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.  Enhanced cultural experiences elevate the aspirations of pupils to diminish socio-economic disparities. | Review through Pupil Welfare interviews, behaviour tracking and attainment data | HR/TB | Termly |
| Strengthened home-school link with families of PP children. | The gift of a book.  Increased verbal communication between class teachers and families of PP children. | 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.  DPS forms show that some of our PP families struggle to read regularly at home.  Fewer families of PP children have attended open events at the school, such as class performances. | Bespoke book bank monitored and updated annually.  DPS form monitoring.  Continued discussion and updates between class teacher and HR as appropriate.  New school procedure for class teachers to regularly contact children who are isolating. | HR | Termly |
| **Total budgeted cost** | | | | | £25,000 |

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| 1. ***Previous Academic Year*** | |
| ***Impact Summary*** | ***All data below is from the year 2018/19 as external assessments did not take place in the year 2019-20*** |
| *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 was positive in Writing and Maths. Reading progress was below the national average and was a focus for pupil premium children in 2019/20, where children then made accelerated progress in reading in year 6.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | *Subject* | *Key Stage* | *National Benchmark (Not disadvantaged)*  *EXS* | *Bishop Road*  *Disadvantaged Pupils*  *EXS* | *No of disadvantaged pupils* | | ***2019 data***  *Phonics Screening Check* ***Year 1*** | *1* | *82%* | *67%* | *3* |   2018/2019 Data Overview   |  |  |  |  |  | | --- | --- | --- | --- | --- | | *Subject* | *Key Stage* | *Bristol Benchmark (Not disadvantaged* | *Bishop Road*  *Disadvantaged Pupils at ARE* | *No of disadvantaged pupils* | | ***2019 data***  *Good Level of Development/ARE* | *EYFS* | *87%* | *50%* | *6* |  |  |  |  |  | | --- | --- | --- | --- | | *Key Stage 1 –*  ***Year 2***  *By subject* | *National Average* | *Bishop Road Disadvantaged Pupils EXS* | *No of disadvantaged pupils in Yr 2* | | *Reading* | *78%* | *60%* | *5* | | *Writing* | *73%* | *60%* | | *Maths* | *79%* | *60%* | |  | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | *. ASP data*  *End of KS2 percentage of pupils achieving the expected standard* ***Year 6*** | | | | | |  | *National Benchmark (Not disadvantaged) EXS* | *School Not disadvantaged EXS* | *School Disadvantaged*  *EXS* | *No of pupils* | | *Maths* | *78* | *96%* | *100%* | *6* | | *Reading* | *73* | *91%* | *67%* | | *Writing (TA)\** | *78* | *93%* | *67%* | | *Grammar* | *78* | *92%* | *67%* |     ***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* | |