

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Bishop Road Primary School |
| Number of pupils in school | 836 |
| Proportion (%) of pupil premium eligible pupils | 6.1% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Gillian Powe, Headteacher |
| Pupil premium lead | Alex Edwards, Assistant Headteacher |
| Governor / Trustee lead | Sally Lucas, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £66,480 |
| Recovery premium funding allocation this academic year | £9,601.25 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £73, 710 |

Part A: Pupil premium strategy plan

Statement of intent

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.

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 1:1 sessions with their class teacher, an intervention teacher or specific and measurable interventions with an LSA. 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 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 (when available), 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.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | 49% of pupil premium children are EAL learners. The lower level of confidence with English that many of their parents affects participation in home activities such as daily reading with their child. |
| 2 | 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. |
| 3 | 22% of pupil premium are SEND learners. |
| 4 | D. Pupil attendance was below the school's average for 2020/21 at 92.6% compared to the school's overall attendance rate of 96.2%. |
| 5 | Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached. |

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 |
|---|--|
| 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 measured through assessment data and teacher assessment. | PP children reach or surpass age related expectations on average across the curriculum. |
| All pupil premium children to enhance their cultural capital through enriching educational experiences. | Children eligible for PP attend the full spectrum of enriching experiences. |

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.

i. **Quality of teaching for all** Budgeted cost: **£24,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 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. | 1, 3 |
| Focus on improving reading fluency and developing the use of strategies to aid reading comprehension skills. Achieved through 1:1 CT conferencing, targeted support from NTP tutor and through specific and measurable interventions performed by LSAs and teachers including Switch on Reading and Reading Recovery. | Due to school closure in March 2020 and January 2021, there is a need to continue with our approach outlined in previous academic years. 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. | 1, 3 |

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

Budgeted cost: **£39,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Personalised learning focus in 1:1 feedback sessions with PP children Pastoral support in small groups and 1:1 sessions, particularly with ELSA trained staff | 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. | 1, 2, 3 and 5 |

| | | |
|---|--|----------------|
| <p>to support emotional literacy and behavioural needs of individual children</p> <p>Training for teachers delivering pastoral support (play therapy and ELSA training)</p> <p>1:1 intervention (teacher led) to support targeted core learning outcomes taken from assessment data from 2020/21 and DPS forms.</p> <p>Specific and targeted 1:1 and small group LSA interventions to support specific learning aims, particularly closing the reading gap. Schemes such as switch on reading to be used.</p> | | |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support to achieve the expected level in the phonics screening.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 3</p> |
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils in year groups where to attainment gap between PP and WS was not closed. This has been identified for Year 3 and specific children in years 4 and 5.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2, 3</p> |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£10,710**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| <p>Ensuring children engage with the wider life of the school and enhance their cultural capital through enriching experiences. Other strategies include: providing social/emotional interventions, homework club, interview crew, enrichment, trip subsidy investment, author visits, music lessons. lunchtime clubs, theatre trip.</p> | <p>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. Enhanced cultural experiences elevate the aspirations of pupils to diminish socio-economic disparities. 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>2, 5</p> |
| <p>Strengthening home-school link with families of PP children through increased verbal communication and the gift of a book scheme.</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. Fewer families of PP children have attended open events at the school, such as class performances.</p> | <p>1, 2, 4, 5</p> |

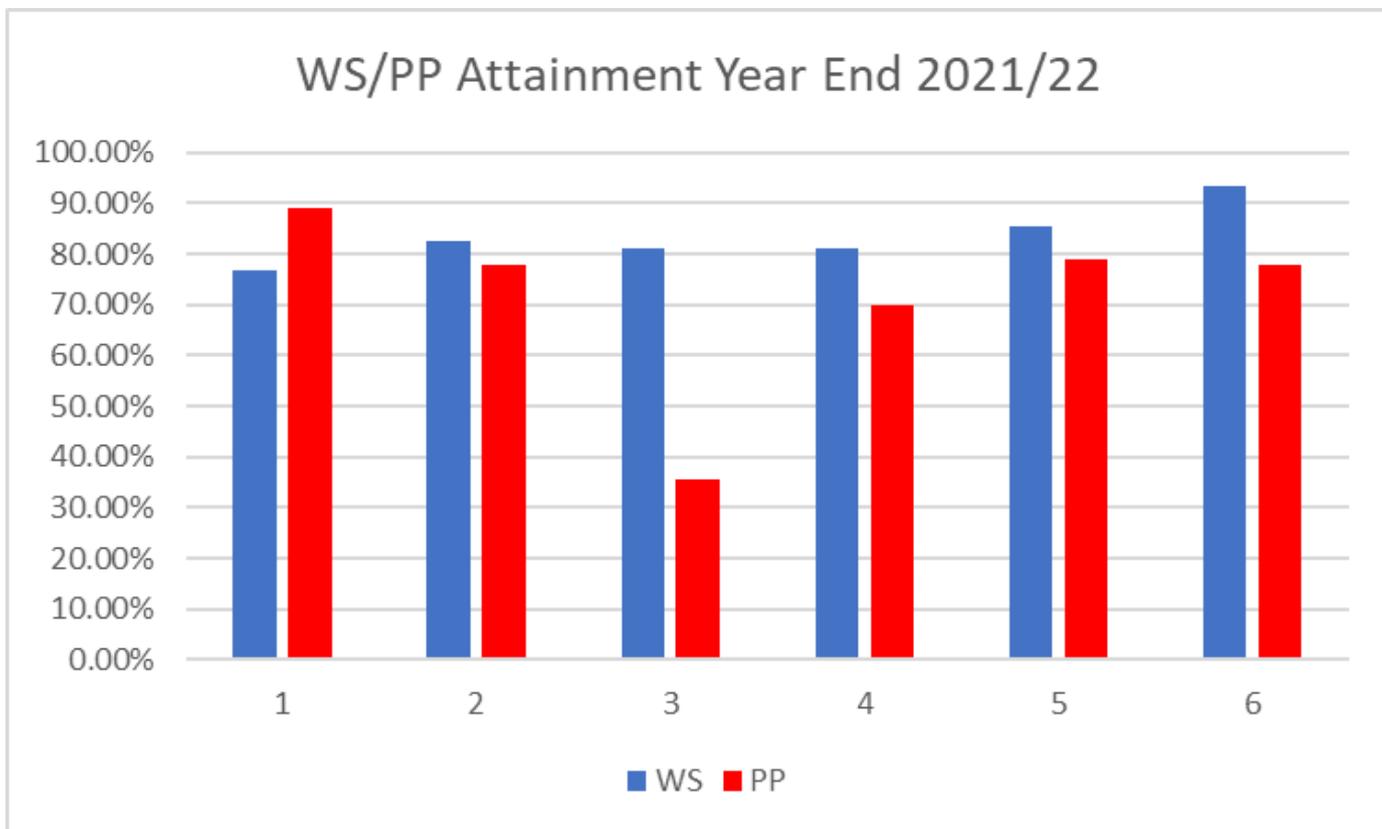
Total budgeted cost: £73, 710

Part B: Review of outcomes in the previous academic year

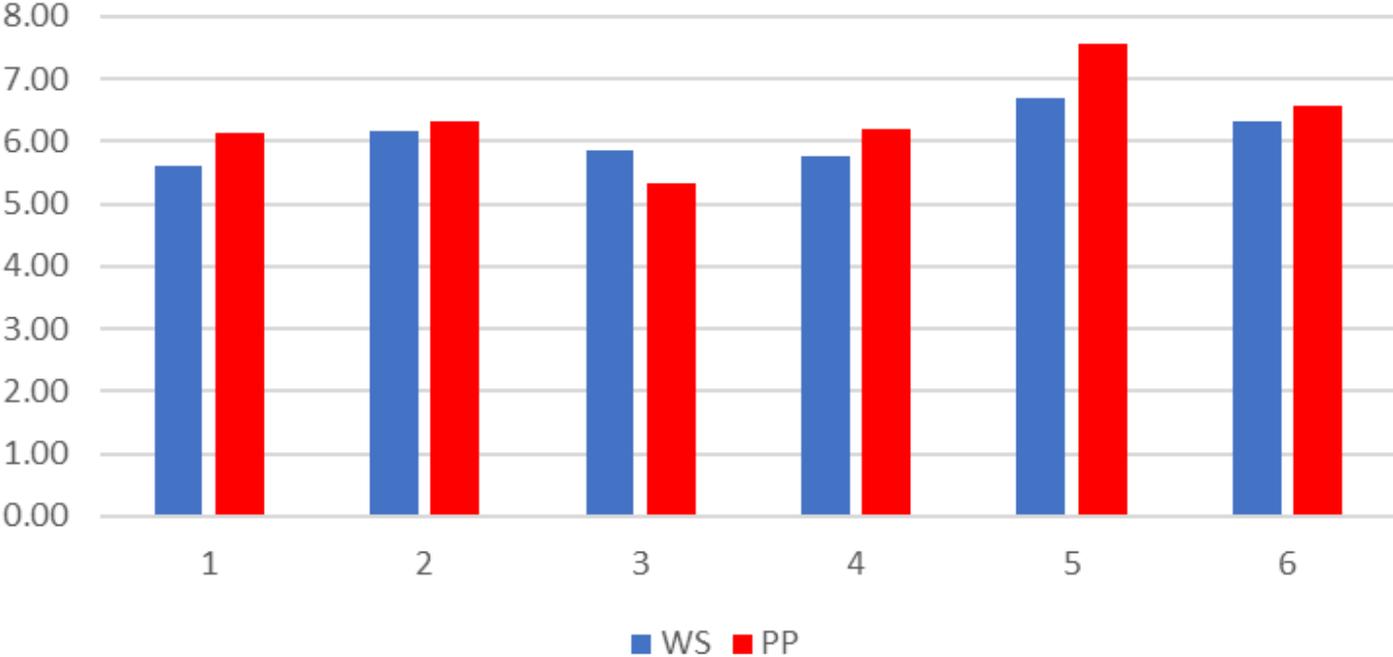
Disadvantaged pupil performance overview for last standardised assessment point

| End of KS2 percentage of pupils achieving the expected standard Year 6 | | | | |
|--|------------------------|------------------------------|--------------------------|--------------|
| | National Benchmark EXS | School not disadvantaged EXS | School Disadvantaged EXS | No of Pupils |
| Maths | 78% | 95% | 85% | 7 |
| Reading | 73% | 92% | 71% | |
| Writing | 78% | 92% | 71% | |
| Grammar | 78% | 93% | 86% | |

| End of KS2 progress | | | |
|---------------------|------------------------------|--------------------------|--------------|
| | School not disadvantaged EXS | School Disadvantaged EXS | No of Pupils |
| Maths | 6.11 | 6.52 | 7 |
| Reading | 6.08 | 6.57 | |
| Writing | 6.48 | 6.57 | |
| Grammar | 6.50 | 6.43 | |



WS/PP Progress Year End 2021-22



In 2021/22 there were 50 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.

Progress in reading and maths for pupils who were eligible for PP funding was significantly higher than those without across the school. This is in large thanks to quality first teaching and class teachers' target setting and specific understanding of the academic targets identified and the use of a highly experienced and skilled school tutor who delivered interventions for children across KS2, but particularly in Year 3, 4 and 5 where gaps in attainment and reduced progress had been identified after the 2020-21 academic year

However, our assessments indicate the attainment gap between pupil premium and non-pupil premium children is widest in Year 3 and 4 with specific children in Year 5 also. As a result, significant support through the NTP and teacher led Pupil Premium one to one release time has been planned to run in these year groups throughout the academic year to support in closing the attainment gap through accelerated progress. Furthermore, specific LSA interventions have been planned to support specific needs; Switch on Reading in KS2 and Reading Recovery in KS1 is being utilised for disadvantaged children alongside a focus on concrete, pictorial to abstract strategies in maths. This approach is being used extensively in class, and in interventions, to support children who have gaps in key conceptual understanding because of missed teaching opportunities because of COVID-19.

As a school, we continue to support children engage with the full life of the school by using PP funding to support educational visits, residential camp, after school clubs delivered by specialist sports coaches while also engaging with the Wider World programme to deliver cultural experiences for children who are eligible for PP funding.

School also delivers a range of pastoral support to some of our most vulnerable families. Our ELSA trained pastoral teacher delivers weekly sessions to many of our children with the aim of developing emotional literacy, building confidence and self-esteem and support children who have suffered with bereavement. Art therapy is also utilised to support relationship building and social skills to support some of our children eligible to PP, many of whom have been affected more significantly because of the pandemic.