

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	803
Proportion (%) of pupil premium eligible pupils	6.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Gillian Powe, Headteacher
Pupil premium lead	Hazel Robinson
Governor / Trustee lead	Sally Lucas, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,030
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£72,030

# 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, 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	43% 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 have longer journeys to school; this can affect their punctuality and attendance.
3	38% of pupil premium are SEND learners.
4	Pupil attendance was below the school's average for Autumn term 2024 at 92.88%, compared to the school's overall attendance rate of 95.91% for the same term.
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 **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.	Strong reading skills are key to learning in all areas of the curriculum. Analysis of school data identifies the need to increase fluency in reading with additional support with phonics and book talk in Key Stage 1. In Key Stage 2, reading age data analysis shows the need for increased fluency while also strengthening key strategies for developing comprehension of a text.	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 to support	Education Endowment Foundation research shows 1:1 feedback sessions lead to an additional 5 months' progress across the year.  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	1, 2, 3 and 5

<p>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 2023/4 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>work with these children to support them socially and emotionally within school.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>

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

Budgeted cost: **£9,030**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, lunchtime clubs, theatre trip.	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.	2, 5
Strengthening home-school link with families of PP children through increased verbal communication and the gift of a book scheme.	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.	1, 2, 4, 5

**Total budgeted cost: £72,030**

## Part B: Review of outcomes in the previous academic year

### Disadvantaged pupil performance overview for last standardised assessment point

End of Key stage 2 data 2024		Reading	Spelling and Grammar	Maths	Writing	Combined Reading, Writing and Maths
Achieving Expected Standard %	Bishop Road Pupil Premium	80	80	60	100	40
	Bishop Road Whole Cohort	89	83	90	93	81
	National Average	74	72	73	71	61
Achieving Greater Depth %	Bishop Road Pupil Premium	40	40	20	20	20
	Bishop Road Whole Cohort	44	45	45	33	24
	National Average	29	32	24	13	8

This cohort did not sit end of Key Stage 1 SATs due to the Covid pandemic.



In 2023/24 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. At the end of KS2, children reaching ARE was 33% for our children eligible to PP, although the 17% of these achieving the higher standard was the highest in the city, pointing to a focus on high expectations but identifying areas where the school must develop practice.

As there were no KS1 SATs for this cohort of children, there is no progress measure to compare for the 2023/24 cohort of Year 6 leavers, although internal year to year progress measures demonstrate increased progress in reading, a core strategic aim of the PP funding. Furthermore, 95% of children reached the expected standard in the Y1 phonics screening (following trends of high 90%s in previous years) meaning the school has a strong set of skills that underpin reading to ensure enhanced attainment at KS2 coupled with the higher progress children with PP receive, particularly in reading.

Throughout the year, the school also took part in an OU RfP programme run by Teresa Cremin. Data from this illustrates children have a greater appreciation of texts from a wider range of authors and PP children in particular have been engaged in RfP thanks to successful targeting and support, delivered by the school librarian (year 6 teacher). Her understanding of how to engage reader will be used more extensively in year 6 next year as she works with key children eligible to PP. In reading comprehension sessions to improve attainment and reduce the attainment gap. School will also work with a specific PP tutor next year focussed on core standards. This is a continuation of the provision we have, as progress across the school with our children eligible to PP. has continued to outstrip that of their more advantaged peers in the school.

As a school, we continue to support children to engage with the full life of the school by using PP funding to support educational visits, residential camp, and after school clubs delivered by specialist sports coaches. However, looking into the future, a specific and more rigorously planned enrichment calendar will support children develop their cultural capital.

School also has also continued to deliver 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.