# Bishop’s Primary - Pupil premium strategy statement

## School overview

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| **Metric** | **Data** |
| School name | Bishop’s Primary – Grace Darling Campus |
| Pupils in school | 386 (Rec – Y6) |
| Proportion of disadvantaged pupils | 48% |
| Pupil premium allocation this academic year | £264,560 |
| Academic year or years covered by statement | 2019-20 |
| Publish date | December 2019 |
| Review date | December 2020 |
| Statement authorised by | S. Cole & N. McGrath |
| Pupil premium lead | S. Cole & N. McGrath |
| Governor lead | Stephen Purvis |

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | 3.0 |
| Writing | -0.1 |
| Maths | 0.7 |

## Disadvantaged pupil performance overview for last academic year

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | 70% |
| Achieving high standard at KS2 | 7% |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Activity** |
| Continue to embed THRIVE practice | Ensure the THRIVE approach underpins interactions between staff and pupils. |
| Raise the aspirations of children at Grace Darling. | Expose young people to a range of career options and help them realise their potential. |
| Barriers to learning these priorities address | Aspirations and relationships are key elements to young people achieving highly and their attitude to learning. |
| Projected spending | £38,221.12 |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date** |
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) | Sept 20 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) | Sept 20 |
| Progress in Mathematics | Achieve national average progress scores in KS2 Maths (0) | Sept 20 |
| Phonics | 82% of 22 disadvantaged pupils to achieve national standard in PSC. | Sept 20 |
| Other | To reduce absence of disadvantaged pupils to below 6% (an improvement of 0.7 points) | Sept 20 |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Writing attainment in upper key stage 2. Differing starting points in year 5 and 6 will require specific approaches. | In upper key stage 2, a full time TA linked to each class will be directed by class teacher to address gaps in knowledge and skills and to support children. |
| Attainment in year 2, prior attainment for these children was sound. Progress was lost in year 1. | Ensure standards in year 2 reflect the potential that prior attainment suggests, this will be achieved through support from specialist teachers |
| Improve standards for PP boys in early years. | An early years lead teacher employed on the campus to lead change and focus on standards. |
| Barriers to learning these priorities address | Gaps in prior learning can lead to lost progress where a sequential curriculum is implemented, it is essential that learning and knowledge is built upon in a systematic way. |
| Projected spending | £89,691.88 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Attendance and home - school link officer to be based on campus to reduce absence and persistent absenteeism. | Embed the role of attendance and home-school link officer in Grace Darling Campus. |
| Improve the uptake of clubs and extracurricular activities by disadvantaged pupil. | Complete and audit of clubs on offer and the disadvantaged pupils attending them. Encourage participation in children where attendance/engagement/self esteem is low. Complete pupil voice to inform the campus offer.  Include this as an appraisal target for directed staff. |
| Enrichment of the curriculum through the structured programme of visits to local sites of cultural significance. | A structured plan of educational visits complement the long term plan for the curriculum. |
| Barriers to learning these priorities address | In a rural setting with a high proportion of disadvantaged pupils, many learners do not access local museums or locations of significance. Attendance is not always viewed with importance by families in the area. |
| Projected spending | £110,833.40 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring pupils’ home reading books match phonological awareness. | Additional books to be purchased to go home to read. |
| Targeted support | Ensuring enough time for year 5 teachers to work across Bishop’s Primary as part of the initiative lead by JC and ED - this will also be monitored by JC & ED.  Early years lead will need time to work with EY Director and leadership team. | HLTA timetables have flexibility to allow staff time to be part of the year 5 strategy.  Management time has been made available in EY lead’s timetable. |
| Wider strategies | Staff must be familiar with their use of educational visit planning software and training issues must be addressed. | Clear timeframes for planning visits established. All staff trained in the use of Evolve.  HOC to monitor Evolve. |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately. | External review identified an engaging curriculum and the introduction of class data sheet has improved staff knowledge of PP children, their attainment and progress. The proportion of PP pupils achieving GDS has increased, in many cases significantly, in reading, writing and maths.  Key Stage 2 Attainment Outcomes:  Reading 30% of PP achieved GDS in 2019, the same cohort achieved 7% GDS in key stage 1 assessments.  Writing 13% of PP achieved GDS in 2019, the same cohort achieved 7% GDS in key stage 1 assessments.  Maths 10% of PP achieved GDS in 2019, the same cohort achieved 3% GDS in key stage 1 assessments. |
| All teachers and TAs have reference to a performance management target which can include pupil premium or SEND strategies. | A successful IDL pilot on campus will be used more widespread next year. Over 50% of PP pupils received 1:1 Thrive. Interventions cover 92% of PP Pupils.  Anne Vernon (Ofsted External Review) said “teaching assistants are carefully targeted to work with groups of pupils to ensure they have the greatest impact within the classroom” |
| To ensure that staff use gap analysis effectively. | Progress made by PP pupils exceeds the national average for reading and maths. Writing is in line with national and will be a focus.  Key Stage 2 Progress Outcomes:  Reading PP 3.01  Writing PP -0.13  Maths PP 0.70 |