# Bishop’s Primary School: Pupil Premium Strategy and Impact Statement 2018-2021

## School overview

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| **Metric** | **Data** |
| Pupils in school | 1619 (Figures correct as of 21.01.20) |
| Proportion of disadvantaged pupils (Reception to Year 6) | 43.5% (573), Pupil premium plus = 21 pupils Reception = 44 of 185 Year 1 = 72 of 194 Year 2 = 80 of 199 Year 3 = 77 of 184 Year 4 = 103 of 187 Year 5 = 97 of 187 Year 6 = 100 of 182  |
| Pupil premium allocation this academic year | £791,570 (Budget approx. £10,000 over) |
| Academic year or years covered by statement | 2018-21 |
| Publish date | October 2019 |
| Review date | Midyear progress checks and full annual review September 2020 and 2021 |
| Statement authorised by | Melanie Hinson (Principal) and Alan Hardie (Chief Executive Officer) |
| Pupil premium lead | Graham Russell (Director of Data/Numeracy) |
| Governor lead | Stephen Purvis |

## End of Key Stage 2 (Year 6) disadvantaged pupil progress scores for last academic year Green highlighting =above national benchmarks

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| **Measure** | **Disadvantaged score** | **Scores of other pupils** |
| Reading | +2.13 | +1.66 |
| Writing | +0.35 | +1.89 |
| Maths | +0.75 | +1.74 |

## Disadvantaged pupil performance overview for last academic year (2018/19) compared to pupils not eligible for pupil premium funding. PP = Pupils eligible for pupil premium funding NAO=National average for pupils not eligible for PP funding

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| **Measure** | **PP** | **Not PP** |  **In school gap** |  **NAO** | **Attainment gap when compared to NAO** |
| Reception class % achieving a Good Level of Development  | 66% | 71% | -5% | 75% | -9% |
| Achieving expected standard in the 2019 Year 1 Phonics Check | 70% | 86% | -16% | 84% | -14% |
| **End of Key Stage 1 (Year 2) attainment - unvalidated)** |  |  |  |  |  |
| Meeting expected standard in readingAchieving high standard in reading | 68% 24% | 82% 18% | -14% +6% | 78%28% | -10% -4% |
| Meeting expected standard in writingAchieving high standard in writing | 59% 13% | 76% 17% | -17% -4% | 73%17% | -14%-4% |
| Meeting expected standard in mathsAchieving high standard in maths | 69% 21% | 82% 19% | -13% +2% | 79%24% | -10% -3% |
| Meeting expected standard in science | 81% | 91% | -10% | 85% | -4% |
| Meeting expected standard in reading, writing and mathsAchieving high standard in reading, writing and maths | 59% 6% | 68%10% | -9%-4% | 69%13% | -10%-7% |
| **End of Key Stage 2 (Year 6) attainment – unvalidated** |  |  |  |  |  |
| Meeting expected standard in readingAchieving high standard in reading | 72% 20% | 83% 26% | -11% -6% | 78%31% | -6% -11% |
| Meeting expected standard in writingAchieving high standard in writing | 75% 11% | 95% 20% | -20% -9% | 83%24% | -8% -13% |
| Meeting expected standard in mathematicsAchieving high standard in mathematics | 73% 15% | 88% 24% | -16% -11% | 84%31% | -12% -17% |
| Meeting expected standard in grammar punctuation & spellingAchieving high standard in grammar punctuation & spelling | 66% 25% | 85%39% | -19%-14% | 83%41% | -17%-16% |
| Meeting the expected standard in science | 87% | 98% | -11% |  87% | 0% |
| Meeting expected standard in reading, writing & mathsAchieving high standard in reading, writing and maths | 57% 8% | 75% 10% | -18% -2% |  71%  13% | -14% -5% |
| Absence % reception to Year 6 (The NAO is for non-FSM in 2018) | 5.5% | 4.57% | 0.93% higher |  3.7%  | 1.8% higher |
| Persistently absent % Reception to Year 6 – pupils with an attendance rate of 90% or below.(The NAO is for non-FSM in 2018) | 15.05% | 9.48% | 5.57% higher |  7.6% | 7.45% higher |

## Teaching priorities for current academic year (2021 targets to be added later on in 2020)

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| **Year group** | **Targets** | **Target date**  |
| Early Years | 72% of cohort to achieve a good level of development (GLD). 68 % of pupil premium children to achieve GLD.  | July 2020 |
| Year 1 Phonics Check  | 80% of cohort to pass the phonics check and 76% of pupil premium learners to pass the test.  | July 2020 |
| Attainment– Year 2 (End of KS1) | **Reading*** 78% of cohort to reach the expected standard and 71% of the Pupil Premium Learners.
* 22% of cohort to reach the higher standard and 21% of Pupil Premium Learners

**Writing*** 73% of cohort to reach the expected standard and 64% of the Pupil Premium Learners.
* 15% of cohort to reach the higher standard and 17% of Pupil Premium Learners

**Maths*** 77% of cohort to reach the expected standard and 68% of the Pupil Premium Learners.
* 16% of cohort to reach the higher standard and 16 of Pupil Premium Learners
 | July 2020  |
| Attainment—Year 6 (KS2)The prior attainment of pupils in year 6 is lower than average. While targets for the end of key stage 2 are below national figures, they represent good progress for pupils.  | **Reading*** 72% of cohort to reach the expected standard and 64% of the Pupil Premium Learners.
* 23% of cohort to reach the higher standard and 13% of Pupil Premium Learners

**Writing*** 65% of cohort to reach the expected standard and 55% of the Pupil Premium Learners.
* 16% of cohort to reach the higher standard and 13% of Pupil Premium Learners

**Maths*** 75% of cohort to reach the expected standard and 67% of the Pupil Premium Learners.
* 23% of cohort to reach the higher standard and 18% of Pupil Premium Learners
 | July 2020 |
| Year 6 progress scores  | Pupil premium children and their classmates achieve positive progress scores in reading and writing and the maths progress score is close to the national average (0).Pupil premium children and their classmates achieve or exceed the national progress scores.  | July 2020July 2021 |

## Targeted academic support for disadvantaged learners for current academic year

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| **Measure** | **Actions** |
| **Priority 1**: **Greater Depth (GD)** Increasing the GD percentages for PP learners.  | Teaching assistants will be deployed in classrooms with a reduction in the number of group interventions. This will allow for different working groups in class to be supported either by the class teacher or TA. |
| **Priority 2**: **Writing** Reducing the within school attainment gaps, especially the Year 5 and 6 writing gaps.  | In Year 5, 2 deputy head of campuses are leading the team across Bishop’s. They have presented a plan that they will oversee and monitor. Additional licences will be purchased to allow all year 5 pupils to access accelerated reader. Additional moderation and monitoring of writing and numeracy will be timetabled throughout the year. In Year 6, the strategic literacy director will lead a drive on improvement, working with staff and pupils to address gaps in knowledge.  |
| **Priority 3**: **Early Years** | Funding will allow speech and language support in early years and additional capacity for special educational needs for those pupils that are both PP and SEND. |
| Barriers to learning these priorities address | * When the children join Bishop’s Primary, many are below age-related expectations and have poor language, communication and social skills.
* Gaps in literacy and numeracy between disadvantaged and non-disadvantaged pupils. This impacts on pupils’ ability to access higher order test questions and is an issue at national, as well as school level.
* An increasing number of the school’s pupil premium learners also have special educational needs.
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| Projected spending | Strengthening the quality of teaching and learning:£145,882.78Targeted intervention for pupil premium children: £341,060.73  |

## Wider strategies for current academic year

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| **Measure** | **Actions** |
| **Priority 1: Extra-curricular activities** Substantially increase the number of PP learners benefitting from extra-curricular activities to improve engagement and develop their interests and talents. | Each campus will participate in an audit of extra-curricular participation by pupil premium children. Campuses will then identify pupils to invite to clubs and hold pupil voice activities to initiate new clubs and engage pupils’ interests.Follow up reviews of participation in the spring term will inform further actions to increase participation. |
| **Priority 2: Attendance** | Bishop’s Primary will employ an attendance and home school link officer to work across the school, based on a campus with identified need. An emphasis on early intervention on attendance will mean pupil identified after 5 absences in the first term, before they become PA. The attendance officer will be proactive in addressing attendance needs.Attendance will have a high presence in school and on the school website.  |
| **Priority 3: Parental engagement** | Parental workshops will be held in supporting parents of children in statutory year groups. Workshops linked to supporting pupils with homework will be offered. Open evenings will showcase pupils’ work. |
| **Priority 4: Raise self-esteem and improve mental health/well-being.**  | Bishop’s Primary is a Thrive school and nurtures it’s most vulnerable learners. The school will also purchase resources to support the delivery of PSHE. A careers week will be held in school with aspirational visitors.  |
| Barriers to learning these priorities address | * A significant number of pupil premium learners have social and emotional difficulties which impact negatively on their learning.
* Limited knowledge or confidence of some parents and carers in how to support their children to improve their skills in areas such as reading and maths.
* Lower levels of participation in music, the arts, sports and others curriculum and enrichment areas for disadvantaged pupils.
* Lower levels of self-esteem and aspirations amongst disadvantaged pupils and parents.
* Poor attendance of some pupil premium children.
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| Projected spending | Wider approaches to improve outcomes for pupil premium children: £191,386.75Raising aspirations of pupil premium children: £122,337.61 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given over to allow for staff professional development | * Use of INSET days and additional cover being provided by senior leaders
* Staff meeting time directed towards specific CPD in line with development plan
* Careful monitoring and discussion with stakeholders regarding CPD needs
* Teaching timetable redesigned to allow Wednesday afternoon designated for inter-campus and whole campus collaboration opportunities
* Middle leaders identified for NPQML
* History and Geography curriculum leads developed through Diocese training
* Staff new to Curriculum leadership supported in role by Ofsted trained Governor
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| Targeted support | Ensuring enough time for maths and literacy leaders to support new teachers and pupil premium learners.  | Headteacher, maths leader and literacy leader will disseminate best practice and train/coach those working with disadvantaged learners. Time also made available for them to mentor/teach disadvantaged learners working below age related standards and those targeted to achieve greater depth.  |
| Wider strategies | Engaging the families facing most challenges in their son’s/daughter’s learning. | * Attendance Home School Link Officer, employed this year, to develop systems to work closely with parents to help improve their son/daughter’s punctuality, attendance and aspirations.
* To help parents confidently and effectively support home learning parent’s workshops on phonics, maths and writing will take place throughout the school year.
* To implement Gatsby project achieving the benchmark for good career guidance over 2 years.
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**Review: last year’s aims and outcomes**

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| **Aims** | **Outcomes** |
| Disadvantaged leaners to achieve positive progress scores for reading, writing and maths | Aim achieved. Year 6 disadvantaged learners achieved positive progress scores in reading, writing and maths.2019 Reading = +2.13 2019 Writing = + 0.35 2019 Maths = + 0.75  |
| Targeted support for PP children.Targets (PP only):Reception - 67% achieve a Good Level of DevelopmentKey Stage 1 Assessments – Phonics 75% to pass in Y1Reading 70% @ EXS, 26% @ GDSWriting 70% @ EXS, 15% @ GDSMaths 73% @ EXS, 19% @ GDSKey Stage 2 Assessments – Reading 71% @ EXS, 24% @ GDSWriting 63% @ EXS, 12% @ GDSMaths 70% @ EXS, 19% @ GDS | Results (PP only):Reception - 66% achieved a Good Level of DevelopmentPhonics 75% to pass in Y1Key Stage 1 Assessments – Reading 68% @ EXS, 24% @ GDSWriting 59% @ EXS, 13% @ GDSMaths 69% @ EXS, 21% @ GDSKey Stage 2 Assessments – Reading 72% @ EXS, 21% @ GDSWriting 75% @ EXS, 11% @ GDSMaths 73% @ EXS, 15% @ GDS |
| The attendance rate of pupil premium children to improve from 94.49% to 95.1% or better. The persistent absence rate of pupil premium pupils to reduce from 12.65% to 12% or less by July 2020. | By the end of 2018-19:PP attendance 94.56%PP persistent absence 14.47%The attendance of individual pupils has shown improvement, of 57 pupil premium persistent absentees in 2017-18 the average improvement in attendance was 6 percentage points. This is a total of 645 additional days in school for our lowest PP school attenders.  |