

Bishop's Primary School pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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's Primary School
Number of pupils in school	468 (2YO – Y6)
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Clare Marriott
Pupil premium lead	Clare Marriott
Governor / Trustee lead	Kerry Lord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 212,663.89
Recovery premium funding allocation this academic year	£ 21,828.64
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 16,224.53
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	£ 250,717.06

Part A: Pupil premium strategy plan

Statement of intent

Bishop's Primary School is based at the Josephine Butler Campus in Ashington alongside Duke's Secondary School, Castle School and the NCEA Trust headquarters. We serve the wards of Ashington Central, College and Hirst and have capacity for over 510 children aged 2 - 11 years.

At Bishop's Primary, we celebrate the uniqueness and talents of every child. Our team of professionals care about the children in our care and we have high expectations of behaviour and achievement in all areas and therefore focus equally on the personal, social and academic development of all of our pupils. Our state-of-the-art campus boasts a range of fabulous facilities and opportunities both indoors and outdoors to provide a stimulating and exciting learning environment.

We depend on the support and cooperation of our parents and carers, in a shared responsibility, to nurture each child through their educational growth.

We recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Reading and the love of books are key to the work we do and this is prioritised through our choice of school book, our libraries, our linked activities and the text focus for each line of enquiry in our planning. We encourage all children to be good communicators and aim to develop vocabulary and communication skills across all areas of the curriculum. This is particularly important for our disadvantaged pupils who have lower starting points in communication than non-disadvantaged children. We aim for all children to be fluent readers by the end of Key Stage 1

We develop social, emotional and behavioural skills through an alternative curriculum, where children can work in small groups in Forest School activities, gardening and animal husbandry.

Our strategy is based on high-quality teaching and assessment, where knowledge gaps are identified quickly and strategies enable children to catch up to age related expectations. To ensure that the needs of individual and small groups of children can be met within the environment of quality first teaching, supported by targeted, proven interventions where appropriate. In addition to this strategy in classrooms, additional small group tuition will be provided through the National Tutoring Programme for identified pupils.

Challenges

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

Challenge number	Detail of challenge
1	Absence rates are currently higher than previously seen in school and that recorded nationally. Autumn Term 2021 attendance is 92.4%. Nationally in state funded Primary Schools, absence for Autumn 2019 was 4.3%
2	Pupils struggle to apply knowledge to new context, in numeracy this means standards in reasoning are disproportionately low when compared with arithmetic
3	Standards in early reading are lower than previously achieved, meaning a greater number of pupils entering key stage 2 having not passed a phonics screen and fewer pupils in key stage 1 currently on track to pass.
4	The pandemic has impacted pupils to different degrees, internal data has identified pupils in all year groups that are significantly behind their pre-Covid attainment measure.
5	When children join Bishop's Primary School, many are below age related expectations and have communication, language and literacy skills. A higher than average number receive support from SALT.
6.	From the baseline on entry, it is evident that disadvantaged children have lower than average personal and social skills. Anxiety and social well-being issues have increased in the last year and we have seen more children requiring access to Thrive or Social and Emotional Well being support.
7.	Disadvantaged pupils need to have an equal start in education, be able to access the curriculum, make at least good progress in all subjects and will have high self-esteem and aspirations for their future. Children must start the day in school, ready to learn. Children need to feel safe and know who they can speak to when they need support and advice.

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
Absence rates will reduce, comparable to 2019 rates and national benchmarks for both disadvantaged and non-disadvantaged pupils.	The rate of absence for disadvantaged pupils will reduce to no more than 6% based on termly analysis in 2021-22, with the long term aim of being no more than 4.3% by 2024-25.

	The gap between disadvantaged pupils and their peers will reduce to 1.5% by 2024-25
Pupils experience a greater range of reasoning activities, based on a range of CPD opportunities for staff. As a result attainment in reasoning will increase, particularly for disadvantaged pupils.	End of KS2 assessments will show 75% of disadvantaged pupils achieving the expected standard in maths for the 2021-22 assessments, with 12% achieving GDS.
Improved reading attainment, in particular disadvantaged pupils in year 1 to 3.	<p>The proportion of disadvantaged pupils passing the 2021-22 phonics screen are at least:</p> <p>70% in Year 1 (statutory data) 70% in Year 2 (statutory data) 84% in Year 3 (internal data)</p>
The pupils most impacted by the pandemic will be supported to make as much progress as possible towards their pre-Covid attainment standard.	<p>The progress of pupils in receipt of focused tuition will make significant progress, closing the gap to their prior attainment figures.</p> <p>End of primary assessment will show a significant improvement on assessments following school closures and Covid disruption.</p>
<p>Disadvantaged pupils who have difficulties in speech, language and communication will receive additional support to make as much progress as possible.</p> <p>A whole school approach to speaking and reading will lead to increased opportunities for speaking and listening for all children.</p>	<p>Fewer children will require SALT support by the end of Key Stage 1.</p> <p>Children will have increased confidence and will be more willing to take part in speaking and listening activities. Pupil voice will demonstrate their ability to articulate their learning and idea.</p>
Pupils who require support in social and emotional wellbeing will have access to individual and small group interventions. ELSA and Thrive, will be used as a whole school approach to improve pupil wellbeing.	Sustained higher levels of wellbeing shown in pupil voice and pupil engagement. There will be a reduction in the number of referrals for support for the SEND HINT emotional wellbeing team, PMHT and CYPs.
Increased numbers of disadvantaged pupils engaging in enrichment activities and access to partially funded places will be offered to PP children in school.	More disadvantaged pupils will take part in enrichment activities, residential visits, breakfast club, after school and lunch time activities.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 44,408

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focusing on reasoning & enabling strategies for all year groups, from early years to year 6.	<p>‘The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective’</p> <p>‘These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.’</p> <p>Link to evidence</p> <p>‘It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.’</p> <p>Link to evidence</p>	2
Continued development of stock of phonically matched reading books for early readers.	<p>‘The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).’</p> <p>Link to evidence</p>	3
Early Career Teacher support.	Additional CPD for ECT in maths and reading. Attendance at RWI training to develop her skills in the delivery of basic phonics.	2 3
Enhanced and sustained development of fluency and flexibility with number facts and relationships.	<p>Pupils will develop an improved ‘number sense’ in KS1. Pupils will develop fluency and flexibility with number facts and relationships. Staff undertake CPD joining online community hub to support their development and resources.</p> <p>Link to evidence</p>	2

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

Budgeted cost: £ 117,879.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition.	<p>'Small group tuition has an average impact of four months' additional progress over the course of a year.'</p> <p>Link to evidence</p>	4
Homework for upper key stage 2 pupils to support in school teaching and the transition to secondary school	<p>'Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.'</p> <p>Link to evidence</p>	2, 4
Continued development of stock of phonically matched reading books for early readers and varied texts in Key Stage 2 to support accelerated reading.	<p>'The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).'</p> <p>"The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time."</p> <p>Link to evidence</p>	3
Additional SALT TAs employed to provide one to one and small group intervention.	<p>'Language provides the foundation of thinking and learning and should be prioritised.'</p> <p>Link to evidence</p>	5
A whole school approach to speaking and reading will lead to increased opportunities for speaking and listening for all children.	<p>'Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.'</p> <p>Talk Boost and Phonics intervention will support the most disadvantaged in small group intervention.</p> <p>Link to evidence</p>	5

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

Budgeted cost: £ 88,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and home school link officer employed at a trust level for primary phase.	<p>‘Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.’</p> <p>Link to evidence</p>	1
<p>ELSA/Thrive TA employed to provide one to one and small group intervention.</p> <p>Thrive Lead will work with teaching staff to complete whole class Thrive assessments and write action plans.</p> <p>ELSA TA will provide alternative curriculum to support emotional needs of the most vulnerable.</p>	<p>‘Establish school-wide norms, expectations and routines that support children’s social and emotional development.’</p> <p>Link to evidence</p>	6
Ensure disadvantaged pupils across the school have greater opportunities to gain experience outside of the local area and through extra curricular opportunities.	<p>On average, pupils who participate in adventure learning interventions or extra curricular activities, make approximately four additional months’ progress over the course of a year. (EEF).</p> <p>Link to evidence</p>	7

Total budgeted cost: £ 250,717.06

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Over 25% of those children in the statutory age groups attended during the school's partial closure.

On the whole, our internal data suggests disadvantaged pupils were not disproportionately affected by the pandemic compared to peers.

We would attribute that to the following:

Vulnerable children were prioritised for home support – laptops, connectivity, teacher pupil contact and work packs where more appropriate

Home learning was reviewed regularly and adapted to meet the needs of all, but particularly the most disadvantaged, many of who were offered places in school.

Daily phonics, reading and maths were offered online and then tutors were deployed to support these children on their return to school.

Gaps were identified through a rigorous teacher assessment programme and targets were set. Internal data suggests a strong start to their Covid recovery.

Relationship recovery and wellbeing were a high priority for our most vulnerable groups on return to full time education.

Throughout the partial closure disadvantaged pupils were supported with their academic and their social recovery. Additional strategies around food, well-being and emotional support were offered through home visits, phone calls and online classrooms. Our intention to provide additional extra-curricular activities was adapted to meet the needs of these children, while remaining within the DfE guidelines.

Going forward we need to consider the development of our speech and language for our Early Years children, who have missed the social interaction. Typically we would build strong foundations in EYFS for the transition to KS1 through face to face Communication and Language support, which needs to be a feature in our KS1 offer this year.

Writing – this area was more difficult to integrate effectively in home learning, however more opportunities have been created in school since the full re-opening. The greatest

impact from partial closure and home learning has been on the children's stamina for writing at length.

Attendance:

Trend – this is an area disadvantaged fell more than non-disadvantaged, despite making daily contact with our families and offering them places in school. We will carry this challenge forward to future strategic planning.

Externally provided programmes

Programme	Provider
NA	

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