

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022/ 2022 – 2023/ 2023-2024 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) 471 448
Proportion (%) of pupil premium eligible pupils	32.8 32.6 39.6
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 December 2023 December 2024
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 £210,520 £197,880
Recovery premium funding allocation this academic year	£ 21,828.64 £22,185 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 16,224.53 £0

Total budget for this academic year	£ 250,717.06 £232,705 £197,880
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If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 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 quality first teaching, 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	<p>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%</p> <p>Pupil Premium Attendance for Autumn 2021 was 92.6% which was higher than non PP 91.1%</p> <p>Attendance continues to be a challenge, with current attendance for Autumn 2022-3 at 94.6%. PP 94.1% and non PP 94.9%. Persistent absenteeism remains high at 14%</p> <p>Attendance levels remain consistent across the school but we had a particular focus on children in EYFS this academic year. Working with parents and encouraging good habits early on have seen rates fall from 40.7% PA in EYFS to 37.1%</p> <p>Attendance in other year groups remains close to National and we continue to try to close the gap for the dis-advantaged children to sustain improvement across the last three years.</p>
2	<p>Pupils struggle to apply knowledge to new contexts, in numeracy this means standards in rapid recall and reasoning are disproportionately low when compared with arithmetic.</p> <p>We are now in Year 2 of Mastery for Number programme and we can see from KS1 results that there is progress in rapid recall.</p> <p>By adopting the Number Sense programme in KS2 we hope to sustain and develop this across KS2.</p>
3	<p>Standards in early reading are lower than previously achieved moving into KS2, meaning a greater number of pupils entering key stage 2 having not passed a phonics screen.</p> <p>Year 1 81.2%</p> <p>Year 2 81.6%</p> <p>Year 3 93%</p>
4	<p>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.</p>
5	<p>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.</p> <p>49 children in Yr-Y3 receive SALT</p> <p>Higher number of children joining in EYFS with ASD and support from Portage. More children with higher SEND needs.</p>

6.	<p>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.</p> <p>Increased number of children on a pathway for diagnosis. Increased number of children demonstrating 'emotional based school avoidance'.</p>
7.	<p>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.</p>

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												
<p>Absence rates will reduce, comparable to 2019 rates and national benchmarks for both disadvantaged and non-disadvantaged pupils.</p>	<p>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.</p> <p>Autumn 21-22 PP 92.6% Non PP 91.1%</p> <p>Autumn 22-23 PP 94.1% Non PP 94.9%</p> <p>EYFS Focus:</p> <table border="1"> <thead> <tr> <th></th> <th>2021-22</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>ATT</td> <td>92.1%</td> <td>92.7%</td> <td>92.8%</td> </tr> <tr> <td>PA</td> <td>22.8%</td> <td>23.8%</td> <td>23.7%</td> </tr> </tbody> </table> <p>The gap between disadvantaged pupils and their peers will reduce to 1.5% by 2024-25</p> <p>The gap at the end of the year 21-22 was better attendance from PP PP 92.8% PA 23.7% Non PP 92.3% PA 33.0%</p> <p>2022-23 PP 92.7% PA 23.8% Non 93.4% PA 21.5%</p> <p>2023-2024 PP 92.1% PA 22.8% Non 94.2% PA 18.8%</p>		2021-22	2022-23	2023-24	ATT	92.1%	92.7%	92.8%	PA	22.8%	23.8%	23.7%
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<p>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.</p>	<p>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.</p> <p>Attainment at the end of KS2 201-22 in Maths was low and further strategies are needed to address this. As a year group they were disproportionately affected by attendance.</p> <p>EXS TA 63.8% GDS TA 22.4%</p> <p>2022/23 PP EXS TA 57.9% GDS TA 10.5%</p> <p>2023/24 PP EXS TA 63.3% GDS TA 10%</p> <p>The headcount for SEND and PP children shows disproportionately high level of children who are both.</p>
<p>Improved reading attainment, in particular disadvantaged pupils in year 1 to 3.</p>	<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>
	<p>2021-22 Y1 81.2% (statutory data) Y2 81.6% (statutory data) Y3 93% (internal data)</p> <p>2022-23 Y1 90.7% PP 85% / NON PP 94%</p> <p>Y2 95.7% PP 100% / NON PP 92.3%</p>

	<p>2023-24</p> <p>Y1 84.5% (NAT 79%) PP 81% / NON PP 85% NAT (67% / 83%)</p> <p>Y2 94.6% (NAT 89%) PP 90.5% / NON PP 97.1%</p> <p>Standards are consistently above National for disadvantaged pupils</p>																				
<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>	<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>End of year assessment:</p> <p>Y3 above prior attainment for Reading and Maths Y4 above prior attainment for Reading, Writing and Maths Y5 in line with prior attainment for Reading and above for Maths</p> <p>All disadvantaged cohorts take standardized assessments using GL assessments.</p> <p>Progress has been sustained from coming out of Covid in 2021 to end of 2024. A far greater proportion of children are on track than at the start of the plan.</p> <p>Disadvantaged pupils:</p> <p>Year Group 3:</p> <table border="1"> <thead> <tr> <th></th> <th>2021/22</th> <th>2022/23</th> <th>2023/24</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>47%</td> <td>65%</td> </tr> <tr> <td>Maths</td> <td>31%</td> <td>44%</td> <td>59%</td> </tr> </tbody> </table> <p>Year Group 4</p> <table border="1"> <thead> <tr> <th></th> <th>2021/22</th> <th>2022/23</th> <th>2023/24</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46%</td> <td>60%</td> <td>46%</td> </tr> </tbody> </table>		2021/22	2022/23	2023/24	Reading	39%	47%	65%	Maths	31%	44%	59%		2021/22	2022/23	2023/24	Reading	46%	60%	46%
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<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> <p>49 children received SALT support 100% made progress 52% made better than expected progress 12% exceeded</p> <p>End of Reception Speaking results: BPS 81% National 83% PP 77%</p> <p>49 children receive SALT support but those numbers are increasing in EYFS and decreasing in KS1 and KS2</p> <p>This demonstrates a sustained impact and that the disadvantaged have improved faster than their peers to be above National in their phonics-screening test. PP 81% NAT PP 67%</p> <p>We continue to have increased challenges on entry.</p> <p>End of Reception Speaking results 2023/24 BPS 84% National 83% PP 84%</p>																																								

<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.</p>	<p>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.</p> <p>We have an increased number of children being added to our SEND register who require social and emotional support, as services in the area struggle to cope with demand and support. We have had to provide 3 sensory rooms, 3 sensory circuits and a range of equipment to support children.</p> <p>There has been a bigger investment made in 2023/24 for CPD for staff around ASD/ADHD/Social and emotional need.</p>
<p>Increased numbers of disadvantaged pupils engaging in enrichment activities and access to partially funded places will be offered to PP children in school.</p>	<p>More disadvantaged pupils will take part in enrichment activities, residential visits, breakfast club, after school and lunch time activities.</p> <p>76% of PP children attended some form of extra-curricular activity</p> <p>81% of PP children attended some form of extra-curricular activity, sporting event or enrichment visit.</p>

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: £ 56,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focusing on reasoning & enabling strategies for all year groups, from early years to year 6.</p> <p>CPD from Maths Hub on Teaching for Mastery in Maths in KS2</p> <p>Continued CPD from Maths Hub for Year 2 of programme</p>	<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>‘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>	2
<p>Continued development of stock of phonically matched reading books for early readers.</p>	<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> <p>2022-23 Purchase items to create ‘Curriculum Curiosity Cubes’ – a range of activities to support speaking and listening at home linked to a variety of curriculum areas.</p> <p>2023-24 Purchase books to enhance enquiry based curriculum and diversity across all year groups.</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
	5 teachers new to school. 2 ECTs, 6 new to year group. CPD on RWI and curriculum. 3 new teachers to school 3 ECTs and 2 new to year group CPD and support for Mastery and RWI.	
Enhanced and sustained development of fluency and flexibility with number facts and relationships.	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. Link to evidence KS1 continue with Mastering Number CPD through Hub and KS2 embark on Teaching for Mastery. KS1 continue with Mastering Number CPD through Hub and KS2 continue on Teaching for Mastery.	2

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

Budgeted cost: £ 40,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Small group tuition.</p>	<p>‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’</p> <p>Every group made positive progress. Some was significant – maths in Y43 and Y4.</p> <p>Small group tuition: Y3,4 and 5 – Autumn 2022 Y4,5 and 6 – Spring 2023 Y3,4 and 5 – Summer 23</p>	<p>4</p>
<p>Homework for upper key stage 2 pupils to support in school teaching and the transition to secondary school</p>	<p>‘Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.’</p> <p>Homework competition and challenges for Year 6</p>	<p>2, 4</p>
<p>Continued development of stock of phonically matched reading books for early readers and varied texts in Key Stage 2 to support accelerated reading.</p>	<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>3</p>

	<p><u>2022-23</u> Purchase items to create 'Curriculum Curiosity Cubes' – a range of activities to support speaking and listening at home linked to a variety of curriculum areas.</p> <p>2023-24 Purchase books to enhance enquiry based curriculum and diversity across all year groups, increasing interest levels in stock of non-fiction texts to appeal to boys.</p>	
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>55 children receiving SALT support: 40 in EYFS/KS1 15 in KS2</p> <p>49 children receiving SALT support: 37 in EYFS/KS1 12 in KS2</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>Introduce TALKABOUT in KS2.</p> <p>Introduce oracy plan and stem sentences in KS2</p>	5

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

Budgeted cost: £ 100,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance and home school link officer employed at a trust level for primary phase.</p>	<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>1</p>
<p>ELSA/Thrive TA employed to provide one to one and small group intervention. Thrive Lead will work with teaching staff to complete whole class Thrive assessments and write action plans. 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>6</p>
<p>Ensure disadvantaged pupils across the school have greater opportunities to gain experience outside of the local area and through extra curricular opportunities.</p>	<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>7</p>

Total budgeted cost: £ 197,880

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 2023 to 2024 academic year.

2023-24

The attendance gap between disadvantaged children and their peers remains consistent to sustain the improvement. This year saw a clearer focus on attendance in EYFS to develop good habits and routines and we saw a fall in PA from 49.7% to 37.1% for our disadvantaged pupils.

A greater proportion of disadvantaged children are making progress in reading and maths than at the start of the plan.

Results are consistently above National in phonics-screening and these results are being sustained into KS2.

Positive communications between Teacher and Learning Support Assistants ensure quality interventions and consistency in lessons and interventions.

Pupils feel safe at school and speak positively of well-being in Pupil Voice.

Progress in the Thrive and ELSA sessions show more regulated behaviour and mood at other times within the school day.

More PP children attended extra-curricular provision

Addition of KS1 well matched phonics materials had an impact on the frequency of reading at home.

Service PP children were given additional opportunities and peer support from across the Trust and attended a special event to enable them to socialize with each other.

Externally provided programmes

Programme	Provider
NA	

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