

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	The Bishops' C of E and RC Primary School
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	13.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	27.1.2022
Date on which it will be reviewed	Spring Term 2023
Statement authorised by	Greg Waters
Pupil premium lead	Greg Waters
Governor / Trustee lead	Rob Higgs

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£80,975
Recovery premium funding allocation this academic year	£ 8,265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6,359
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	£95,599
	N/A

Part A: Pupil premium strategy plan

Statement of intent

Our Aspirations

We aspire to be a school where all pupils thrive, believe in themselves and grow in the confidence that they can achieve despite the barriers that may be in their way.

We aspire to be a school where every child and every family is welcomed and fully included, able to participate in all the activities the school provides and making the most of all the opportunities.

We aspire to be a school which prioritises the wellbeing and the education of our disadvantaged pupils without labelling them or distinguishing them in any way which could undermine their confidence.

We aspire to be a school where our motto can apply to our disadvantaged pupils just as much as to all pupils:

'Live fully, Laugh often, Learn deeply, Love as God loves you...and let your Light shine!'

How does our current pupil premium strategy plan work towards achieving those objectives?

The key principles for The Bishops' are Inclusion, Support, Opportunity and Provision

Inclusion and Opportunities - The commitment to **inclusion** means that all disadvantaged pupils are able to make the most of all the **opportunities** offered at Bishops' - to attend clubs, trips, residentials, the wrap-around care of Little Fingers, individual music lessons and any other activities provided by the school. This means they belong as fully as possible to the community. Our work with Aquinas underpins a consistent approach to attendance.

Support - Putting the mental health needs of the children first through the counselling, the training for all staff as a Trauma Perceptive Practice school, and the work of our full time Pastoral Lead means that we are tending to the foundational needs of our community. Meeting basic needs means that the educators can meet academic needs.

Provision - The range of interventions then provides for the learning – especially this year in enhanced Speech and Language provision for our FS pupils (which also feeds into increased provision for all pupils who need it).

Challenges

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

Challenge number	Detail of challenge
1	Some PP pupils were further disadvantaged due to the pandemic. Raw attainment data shows that PP pupils are performing at a significantly lower rate than 'all pupils': At or close to expected: Reading 39% (69%); Writing 20% (52%); Maths 45% (72%), whilst progress figures also show PP pupils making less progress than all pupils (over 2 years Oct 2019 to Oct 21: Rdg 11pts to 9.4pts; Wtg 10.4ptsto 8.9 pts and Ma 11.1pts to 9.7pts)
2	Social and emotional difficulties – currently we have 1.5 days of counselling, a full time pastoral lead, and 21 pupils who currently receive additional pastoral support, 11 of whom receive this at least weekly
3	Some PP children have additional needs or SEND. Currently up to 20 pupils with EHCPs and 4 of these are PP, 25 PP pupils have additional needs which are supported through extra classroom provision/ interventions
4	Lack of access to enrichment activities such as music/ performing arts tuition (30 pupil supported in 2020 - 2021)
5	Some PP pupils have poor attendance (last academic year attendance was 93.8% compared to 94.4% national for PP pupils and 95.2% for all pupils at Bishops')
6	Home support for learning is sometimes inconsistent (eg for reading, homework etc)

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
<i>Add or delete rows as needed</i>	
Children are more confident learners	Where appropriate, interventions are put in place and children make expected or better progress. They participate confidently in lessons.
Children are emotionally secure	Children feel happy and safe and develop positive relationships with adults and peers.
Children have aspirations and develop a wide variety of skills	Disadvantaged children participate in a variety of clubs and have access to all the opportunities of other pupils.
Children attend school regularly	PP pupils' attendance is either improving or close to the attendance of other pupils.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trauma Perceptive Practice training for all teaching and support staff (teachers, LSAs, office, MDAs)</i>	TPP is a recognised way of supporting staff and communities with inclusive practice which encourages the well-being of everyone and the attendance of our most distressed and anxious pupils.	1,2,5

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

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Individual and group tutoring</i>	Evidence shows that tutoring is an effective intervention	1,3,6
<i>Class interventions</i>	Pre-teaching and interventions that respond to current learning difficulties are known to be effective in supporting confidence and progress	1,3,6
<i>Feedback – development of the school's practice</i>	Research indicates that this is at the heart of good practice for supporting learning	1,3,6
<i>Speech and Language Support</i>	'Nelly' is a researched and government approved intervention	1,3,6
<i>Reading Club</i>	This daily club consistently accelerates the progress of pupils in KS2 in their reading	1,6
<i>Dyslexic testing</i>	This provides life-long analysis and diagnosis which will continue to enable support to be expected and provided through the children's later schooling	1,2,3

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aquinas – attendance monitoring and communication incl home-visits and attendance mtgs	Regular attendance is known to support effective learning	5
Pastoral and Child Protection support	Positive and supportive relationships between school and home are known to help pupils become positive and well integrated members of the school community	1,2,5
Drawing and talking Therapy	This is a proven intervention to support pupils with emotional challenges	1,2,5
Art Therapy/ Counselling	<p>Our experience over many years indicates that children and families respond well to counselling, that it gives tools for regulation and supports a positive outlook</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,2,5
Strings, Public Speaking and Performing Arts Teaching	Known to promote confidence, well -being and inclusion – and future success	
Clubs and Residential provision	Inclusion and equal access to all school opportunities matter	

Total budgeted cost: £ 81,000

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.

Class teachers and LSAs carefully monitored all progress, attendance and well-being so that interventions were put in place to support pupils to thrive. Whilst the **progress** of pupils continued to be lower in some year groups than that of all pupils, for the past 2-year period (from July 2019 to July 2021) the overall differences in progress for pupils in Year 3 to 6 were minimised. Over these two years, the difference in progress in reading was 0.7 points, in writing was 1.4 points and in maths was 0.6 points (where 1 point is half a term's expected progress).

We increased the amount of counselling available to 2 full days in order to meet the emotional needs of pupils whose mental health suffered, and we used Covid catch-up funds to support classes where the distress caused by lockdowns affected the behaviour of pupils.

During the pandemic, vulnerable disadvantaged pupils were encouraged to attend school during the lockdowns, and this included those families where engagement with online learning was challenging.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider