

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	437
Proportion (%) of pupil premium eligible pupils	13.04%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	25.6.23
Date on which it will be reviewed	Spring Term 2024
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	£82,973
Recovery premium funding allocation this academic year	£8,265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£91,238

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, mentoring 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), and in tutoring for disadvantaged pupils and those we feel are underachieving especially in the light of the impact of the pandemic.

Challenges

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

Challenge number	Detail of challenge																																																								
1	<p>Many PP pupils tend to achieve less well than their non-disadvantaged peers. Raw attainment data shows that PP pupils are performing at a significantly lower rate than 'all pupils', despite often making progress that is as good as their peers. These % are for those pupils reaching 'expected' year group levels last year.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>78%</td> <td>60%</td> <td>68%</td> <td>40%</td> <td>80%</td> <td>60%</td> </tr> <tr> <td>Year 2</td> <td>75%</td> <td>44%</td> <td>73%</td> <td>56%</td> <td>76%</td> <td>67%</td> </tr> <tr> <td>Year 3</td> <td>80%</td> <td>40%</td> <td>62%</td> <td>20%</td> <td>70%</td> <td>40%</td> </tr> <tr> <td>Year 4</td> <td>67%</td> <td>33%</td> <td>33%</td> <td>0%</td> <td>64%</td> <td>33%</td> </tr> <tr> <td>Year 5</td> <td>72%</td> <td>39%</td> <td>43%</td> <td>23%</td> <td>75%</td> <td>46%</td> </tr> <tr> <td>Year 6</td> <td>81%</td> <td>71%</td> <td>84%</td> <td>57%</td> <td>72%</td> <td>50%</td> </tr> </tbody> </table>		Reading		Writing		Maths			All	PP	All	PP	All	PP	Year 1	78%	60%	68%	40%	80%	60%	Year 2	75%	44%	73%	56%	76%	67%	Year 3	80%	40%	62%	20%	70%	40%	Year 4	67%	33%	33%	0%	64%	33%	Year 5	72%	39%	43%	23%	75%	46%	Year 6	81%	71%	84%	57%	72%	50%
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2	Social and emotional difficulties – currently we provide 1.5 days of psycho-dynamic art therapy counselling (at least 7 PP last year), a full-time pastoral lead, and at least 13 PP pupils who received additional pastoral support, many of whom received this at least weekly.																																																								
3	Some PP children have additional needs or SEND. Currently up to 20 pupils with EHCPs and 5 of these are PP. At least 29 PP pupils received extra support through the tutoring, Speech and Language support, or extra specialist intervention in FS.																																																								
4	Lack of access to enrichment activities such as music/ performing arts tuition ()																																																								
5	Some PP pupils have poor attendance (last academic year PP attendance was 91.5% compared to 89.6% nationally for PP pupils - the previous year - and 96.2% for non-PP 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
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: £0

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). We will complete our journey to attain TPP status as a school and teaching staff about building emotionally resilient pupils.</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: £45,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring</i>	Much evidence promotes the value of 1-1 and small group tutoring	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>	Covid interrupted the healthy development of S&L skills especially for our youngest children. We have increased the time allocated for this and have a full time speech and language LSA who uses Neli to screen and support those in FS, and follows S&L intervention plans for children throughout the school.	1,3,6
<i>FS interventions in reading, communication and phonological awareness</i>	A trained and experienced teacher is leading interventions for FS pupils for one day a week	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: £45,654

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	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 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):	1,2,5

	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Strings, Public Speaking and Performing Arts Teaching	Known to promote confidence, well -being and inclusion – and future success	4,5
Clubs and Residential provision	Inclusion and equal access to all school opportunities so that no child can feel left out	4,5

Total budgeted cost: £ 91,238

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 2021 to 2022 academic year.

Regarding progress: We have been encouraged by the progress of pupils during this year. Progress rpt 2021-22 showed PP progress equalling or bettering non-PP pupils in many areas (we aim for 6+pts progress in each year):

	Reading		Writing		Maths	
	All	PP	All	PP	All	PP
Yr 1	*3.0	3.0(5)	2.9	3.2(5)	2.6	1.8(5)
Yr 2	6.2	6.2(9)	5.8	5.6(9)	6.0	6.4(9)
Yr 3	6.0	6.6(5)	5.4	6.0(5)	5.8	5.4(5)
Yr 4	6.7	7.7(9)	5.8	6.5(9)	7.3	8.0(9)
Yr 5	7.3	7.6(13)	7.7	6.6(13)	7.3	7.3(13)
Yr 6	6.5	6.0(14)	7.2	8.6(14)	5.7	4.5(14)

*Year 1 data taken from October 21 –July 2022

Regarding emotional security and support: The counselling and emotional support provided ensures that pupils suffering from poor mental health or the effects of trauma/ family circumstances, are provided for, taught strategies of resilience, and feel truly included and valued.

Regarding Access to Wider Opportunities: Prog rpt 21-22 shows that by April 24 PP pupils had attended at least one club, 5 attended 2 or more. All children who wished in Yr 6 attended the residential, and across the school all children have received specialist drama, dance and public speaking classes. All Year 3 pupils have received violin tuition, and all Year 4 pupils have received toot lessons.

Regarding attendance:

From our Attendance Report Spring 2022: Persistent Absence in the PPG cohort has significantly decreased in comparison to both the 19-20 and 20-21 academic years. (It is now 20.8% compared to 37% in 2021)

Attendance in the PPG cohort remains slightly lower than in previous academic years, and has seen a slight drop of 0.2% (currently 92.7%)since the Autumn term. Intervention will continue to focus on raising the PPG cohorts attendance.