

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	Bishopswood Junior School
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	13% (33 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2021
Date on which it will be reviewed	July 2023
Statement authorised by	G. Golding, Headteacher
Pupil premium lead	B Stevens, Executive Deputy Headteacher
Governor lead	Nina Benjamin, PP Jo Slimin, Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,121.00
Recovery premium funding allocation this academic year	£3,987.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£59,108.50

Part A: Pupil premium strategy plan

Statement of intent

At Bishopwood, our intention is to provide an inclusive education within a culture of support and high expectations; our school values of Caring, Respecting and Thriving Together are at the core. All staff work together to nurture and support children, ensuring they feel happy, safe and cared for in school. Our curriculum and teaching enables all children to make progress from their relative starting point. Our overarching aim is to ensure that we make every lesson count, for every child.

Bishopswood Schools Federation is a community of learning where every child is valued as individual and develops self-respect and self-confidence, alongside a passion of learning. Within a culture of caring and celebration, we prepare our children to become citizens of the future and lifelong learners with the skills, understanding and resourcefulness to achieve personal success.

We pride ourselves on the caring and friendly environment that we have created to engage and encourage our children to learn. We wholeheartedly believe that if a child feels safe, cared for and excited by learning then they will undoubtedly flourish and succeed. Our schools are a place where the children feel they are valued, where they feel that mistakes are opportunities to learn and where skills in reading, writing and maths are just as important as politeness and kindness.

We recognise that having excellent teaching and learning makes the biggest difference to attainment and progress and therefore our priority is to ensure that all our pupils, including those in receipt of the Pupil Premium Grant, receive Quality First teaching. Therefore, a significant amount of our Pupil Premium budget is spent on developing teaching and learning. Our teaching and learning approach is defined through Bishopswood Federation Core Values and Principles of Teaching.

As a teaching team, we have identified core-teaching strategies that provide a consistent foundation to the quality of teaching across the school based on research from the EEF. This includes effective Assessment for Learning, Feedback, Self-Assessment and Modelling. These are developed and refined with training. Our teaching will also focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

As well as our teaching approaches, to support children's academic learning early support strategies for those who need additional help with reading, writing or mathematics have been funded through the Pupil Premium Grant. We use the grant to ensure our children make at least good progress from their starting points. We focus on areas our children require the most support in, improving and sustaining parent involvement and ensuring our children are challenged in their learning. Our approach is responsive to common challenges and individual needs.

Our strategy is also integral to wider school plans for education recovery, including for pupils whose education has been worst affected, including non-disadvantaged pupils. We will use teacher assessment and data to measure the impact of these strategies and the Pupil Premium Grant on our children's learning. We will review the effectiveness of interventions we are using and adapt them to meet needs when and where required. We believe that the enrichment activities we provide through the Pupil Premium Grant will help our children become increasingly confident in all aspects of their learning and development.

Challenges

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

Challenge number	Detail of challenge
1	Attitudes to learning/Learning behaviours – some of our disadvantaged children show lower levels of resilience to their peers and more incidents of low-level/off-task behaviours during learning. Especially post-pandemic lockdowns. Particularly for some of our disadvantaged children comparatively to their peers. This negatively affects their learning, specifically taking on new challenges.
2	Retention of phonics – poor application of skills post Covid, ensure that Phonics and Early Reading are taught to a high standard across LKS2 and intervention in UKS2.
3	Early reading – as a potential barrier for accessing the curriculum we need to ensure age-appropriate fluency and comprehension for all.
4	Low attendance – although the attendance of our PP/PPG children is good in comparison to the whole school and national targets we will continue to keep the profile of good attendance high to sustain this into next year.
5	Parental engagement – some of our disadvantaged children have a lack of parental engagement in school and education, possibly due to lack of understanding of school, low parental education levels or low expectations/aspirations.
6	SEMH – some of our disadvantaged children need support with their emotional literacy and building self-belief and self-esteem alongside support with social/relationship building skills
7	Resources – ensuring all disadvantaged children have access to extra-curricular experiences to broaden and enrich their school experience (such as support with school trips, taking part in after-school clubs)

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 make expected attainment targets and progress rates in reading, writing and maths.	Progress rates at end of KS2 will continue to be high in writing and maths and will increase for reading. For children not on the SEN register individual tracking shows accelerated progress in order to narrow the gap in attainment. Internal data using NFER assessments will show increases year on year.
Improvements in the SEMH and wellbeing of our disadvantaged children.	For those children receiving ELSA support they will achieve their targets. For those with a Thrive profile an increase in their percentage will be seen by the end of the year.
Children to confidently apply phonics skills for both reading and spelling.	Adults across the school using a consistent approach to teaching phonics and spelling. Tracking of progress is more robust. PP children show progress from their starting points. Progress for PP children in phonics, spelling and early reading. Improvement in phonics tracker scores. Decoding testing by phonics tracker Oral Fluency Multidimensional fluency scale
An increase in parental engagement with their children's attainment and progress.	An increase in communication between parents and teachers resulting in greater parental understanding of their child's academic targets
Children demonstrate our learning behaviours including an increase in their resilience and a positive attitude to learning.	Strategies from PBS training used by all staff. Children's individual targets on their pupil premium plans will be met and teachers see an increase in positive attitudes to learning and decreased off-task behaviours in class.
Children experience a range of activities to immerse them into the curriculum and complement the learning themes. In addition, extra-curricular opportunities are plentiful.	Uptake of extra-curricular activities from PP children. Before and after survey to gauge increased numbers.

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: **£20,728**

Activity	Evidence that supports this approach	Challenge no. addressed
Pupil progress meetings held after each Data Drop throughout the year (3 times) using PAG grids to support discussions [PP/PPG children a key group for discussion - academic & pastoral progress].	Research shows a robust approach to monitoring and evaluation of interventions means gaps in achievement can be assessed and planned actions/interventions evaluated and adapted.	1, 3, 4
All children (including SEN and PPG/PP) assessed. Purchase of standardised diagnostic assessments. Training for staff to ensure assessments interpreted and administered correctly.	Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions/ teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Regular whole staff CPD focused on school improvement actions, maintaining our clear philosophy for teaching and Learning and strategies used.	Research shows effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	1, 2, 3, 4
Retrieval Practice: Deliver training on the various techniques/strategies that enable children to enhance their ability to retrieve/recall key information.	Consistent research has shown retrieval practice can benefit pupils' learning. An EEF report on Cognitive Science examined the evidence underpinning retrieval practice, highlighting its potential to support pupil learning.	1, 2
Staff training on the use of core skills across subjects. English and Maths Leads to establish.	The EEF reports the high impact of AfL based on extensive evidence. High-quality teaching is essential to achieving the best outcomes for all pupils, particularly those most disadvantaged.	1
Revised phonics and spelling training for all staff. Ensure improved teaching of phonics and spelling for pupils entitled to PP funding.	Research from the EEF shows the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	2
Improved assessment, tracking and intervention of phonics and spelling throughout KS1 & 2.	Phonics and spelling approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.	2
Develop the reading culture in the school by developing the use of the new library.	Research by the EEF states that decoding and comprehension skills are necessary for confident, competent reading.	2

<p>Further develop our Bishopswood curriculum for both core and foundation subjects, linked to our renewed vision and values. Ensure T&L strategies match subjects and are differentiated appropriately.</p>	<p>A narrowed curriculum can restrict children's life choices and opportunities.</p>	<p>1, 6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£22,989**

Activity	Evidence that supports this approach	Challenge no. addressed
Ensure all PP/PPG children have an 'Individual Support Plan' (highlighting individual barriers to learning, previous and current attainment, progress and any additional support/ interventions in place to improve outcomes.	Research shows an increased staff awareness of disadvantaged children ensures teachers and subject leaders can take responsibility for their progress.	1
Under the direction of year group leaders, LSAs/HLTAs to provide targeted support across the year group for basic literacy and numeracy skills (ISPs used to identify gaps in skills)	This support is precise and allows for specific teaching of both basic skills for literacy and maths to enable this group of children to both catch up and keep up.	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 4
Language Link programmes implemented for children with below age-expected language skills (all PP/PPG children will be assessed).	Research shows that children who have a language gap with their peers are less likely to reach age related expectations in all curriculum areas	2
Disadvantaged children who have an additional need to be assessed using Thrive framework and individual action plans created.	Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn.	5
Children with a Thrive profile spend time with designated key adult each week, focusing on actions from their action plan.	Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn.	5
Disadvantaged children who have an additional SEMH need allocated a child champion (key adult) to have an increased awareness of that child's needs, beyond the academic. They complete and update the child's passport throughout the year.	Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn.	5
ELSA provision personalised to the needs of individual children	Children who have secure attachments and strong emotional resilience skills are more able to be successful learners.	5/1

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

Budgeted cost: **£15,562**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring and tracking of attendance. Communicating with parents regularly, so poor attendance can be challenged but support offered where necessary.	In order to learn children need to attend school regularly. Irregular absence can have a greater negative impact on achievement than a single period of illness.	3/4
To arrange a series of workshops to help parents develop greater knowledge of how to support their children's learning in early reading and writing. Involve Parents in supporting children to learn phonics.	To increase parents' knowledge of what their children are learning and the progress they are making. To increase parents' ability to support their child's learning at home.	4
Whole school training from Primary Behaviour Support to support staff in supporting children's SEMH and Wellbeing needs effectively.	Poor mental health correlates with long-term negative impacts. A recent EEF meta-analysis suggested programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.	5
Financial support to enable children to access school visits, enrichment activities, after school clubs and school uniform	Children who feel secure and have a sense of belonging are better placed to learn.	6
Provide cultural experiences/opportunities for all children [e.g. visitors into school [inc. drama companies], fundraising opportunities, specialist sports/music activities]	Access to a broad range of experiences ensures all children have the opportunity to increase their future aspirations/broadens their horizons.	6
For PP/PPG children to be invited to attend our 'Bishopswood Buddies' summer club at the school to develop social skills and take part in range of activities. Although mainly for new Year R children, disadvantaged children from all year groups are invited to attend.	Although the summer club is not entirely academically focused and will therefore have limited impact on attainment or progress; it helps to initiate positive relationships between school and home and increases children's confidence when starting/returning to school	1, 6

Total budgeted cost: £59,279

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

As part of strengthening Teaching and Learning, we planned to continue to develop the use of flexible grouping and promote challenge for all to ensure the needs of each individual child are met. Monitoring and observations, both internal and Local Authority evidenced highly effective teaching and learning and demonstrated the 'Bishopswood Way' strategies including flexible grouping, responsive teaching and high expectations.

Weekly staff meetings had a heavy focus on effective Teaching and Learning. These included shaping the wider curriculum, quality first teaching, dyslexia friendly provision and accurate Teacher Assessment through moderation and using SIMS for summative assessments and data tracking to identify target children. Individual Support Plans were developed further for all disadvantaged and vulnerable children. On reopening, training focused on pupil wellbeing and altering curriculum plans.

Our assessments and observations indicated that pupil learning behaviours were strong. Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in our strategy including whole school training from Primary Behaviour Support to support staff in supporting children's SEMH and Wellbeing needs effectively. Last year, individual children with SEMH needs were assessed using the Thrive framework. Release time was given with SENCO to assess and action plan for more complex children. Continued use of Thrive meant teachers were more confident in using the assessments. We initiated and delivered parenting courses in Thrive and working alongside the Primary Behaviour Service.

Phonics and Reading feature on our strategy due to the need to embed Monster Phonics and continue to identify and address gaps from previous school closures during the pandemic. We will analyse the phonics progress and pass rate for our disadvantaged children compared to non. In addition, worked with the library service to improve the library further and create a new library for the school.

Teachers had worked hard to support children and a number of intervention groups were in place when school was open. The range of new SEN tests were brought in to identify clear starting points and monitor progress rates accurately. We completed training on 'Individual Support Plans' (ISPs) in Autumn 1: sharing expectations around accountability for all eligible children. All plans were in place. Monitoring in Autumn 2 showed consistency of format but support needed with target setting in some year groups and support given. Some ISP targets will need to have more measurable intended outcomes and these tracked as to whether children have awareness of these and whether they are completing them. We will continue to develop their use. Adult led interventions were significantly impacted by staff absence. Next year further monitoring will be required to ensure adult support is used effectively to close gaps. Also now more embedded, we will be looking to share with parents to discuss barriers and targeted support.

The recruitment of an Educational Psychologist to be shared across the collaboration meant early access and increased use to this specialist resource. 11 children across the school benefitted from the EP with 5 full assessments and 6 consultations. In addition to this, 'quick fire' EP sessions for teachers meant further adaptations to provision for many more children.

We used a revised assessment systems by switching to SIMS which enables greater precision in analysing data for individuals, groups and domains. Teachers used SIMs for ongoing assessment and Pupil Progress meetings were still held and continued to be very successful in raising awareness of PP children with all staff. Year groups effectively used phase leader reports in progress meetings to prioritise teaching focus & intervention groups.

In addition to the introductions of SIMs, the introduction of AHT as assessment leader meant further work was done ensuring accuracy of moderation. This led to increased accuracy of judgements and enabled more precise assessment to identify next steps for 'close to' children, many of whom were Pupil Premium.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We implemented the above teaching for all service pupils. We identified gaps in education which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	See above. Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support had been provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around Assessment for Learning and Feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why some activities were successful and some activities undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers, particularly the EEF, about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.