

Bishop Down School Pupil Premium Strategy Statement 2024 - 2026

This statement details our school's use of pupil premium grant for the period 2024 to 2026 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	Bishops Down Primary and Nursery School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	11% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	May 2024
Date on which it will be reviewed	May 2025
Statement authorised by	Mrs Johnson (HT)
Pupil premium lead	Mrs Johnson (HT)
Governor / Trustee lead	Mrs Morgan / Ms Melkonian

Funding overview

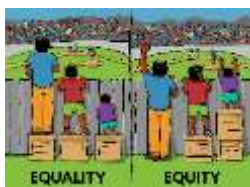
Detail	Amount
Pupil premium funding allocation this academic year	£37,450
Recovery premium funding allocation this academic year	£5,467
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,917

Part A: Pupil premium strategy plan

Statement of intent

At Bishops Down Primary and Nursery School our aim is to provide quality first teaching to all our children, across a broad and rich curriculum. We understand that all children need support and guidance in order to achieve their full potential. The support we provide to pupils is based on the equity model, where we recognise that some children may need a highly personalised offer in order to access their learning.

The Pupil Premium Grant (PPG) ensures that all children have access to life experiences, staff support and tailored resources that enable them to develop and learn. The grant also provides funds to ensure that all children have learning opportunities that enable them to: make good or excellent progress, to grow and develop as individuals and to prepare them for modern British Life.



Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance:</u> The impact of low attendance is significant on children as: <ul style="list-style-type: none">- The lost learning cannot be regained- The sequence of lessons is disrupted causing confusion that results from gaps in learning- There is a disengagement with learning
2	<u>Parental engagement:</u> support parents with home learning and reading. Parents may lack the knowledge, skills and time to provide this.
3	<u>Lack of routine:</u> it can be difficult to establish and maintain, effective routines that ensure: <ul style="list-style-type: none">- regular bedtime routines,- completion of homework and use of support tools such as Purple Mash- arriving on time and prepared for school
4	<u>A lack extra curricula activities:</u> access to wider opportunities that promote aspiration and develop cultural capital
5	<u>A lack of confidence:</u> pupils feeling undervalued as learners. This can lead to apathy, low self-esteem and a fixed @can't do' mind-set.

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>Ensure that all members of staff have the highest expectations for all disadvantaged pupils and a relentless focus on improving their attainment through engagement in learning.</p> <p>Increased staffing in some classes and lessons to ensure that support is available where it is needed.</p>	<p>Higher level of support in some classes to meet the needs of disadvantaged pupils.</p> <p>E.g. scaffolding provided to enable all children to access learning, particularly where there are pronounced gaps in skills.</p> <p>Planning and delivery of specific interventions (see afternoon Intervention time table) led by Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs).</p>
<p>Children make sustained progress in reading, writing and maths skills each year in school.</p> <p>Children are able to talk about their learning and show independence in their learning approach.</p> <p>(Link to School Improvement Plan).</p>	<p>The gap between PPG and non-PPG pupils is diminished across all year groups.</p> <p>Children have access to resources that support them to learn well in class or to help them to overcome gaps in their skills. This can be in the form of class resources, software packages such as Purple Mash, or computers or books for home learning.</p> <p>Pupil Progress Meetings review the learning needs of all pupils and ensure that support is targeted and effective for all pupils.</p>
<p>All Pupil Premium children attend school well and on time.</p>	<p>Attendance for all Pupil Premium children is 96% or above.</p> <p>All children take part in Ready to Learn</p> <p>All children take part in Living Streets</p> <p>Agencies work with families to provide additional specialist support.</p>
<p>All Pupil Premium children have access to extra curricula activities to support their development and to inspire life learning.</p> <p>Children develop self-confidence by having access to a range of different clubs. They also have access to well-designed external school equipment.</p>	<p>All pupils take part in school trips and Ignite activities that support foundation subjects.</p> <p>All children have access to extra curricula activities. E.g. Growth Mind-set workshop.</p> <p>Sports and music clubs and coaching are offered to all children.</p> <p>All PPG pupils offered a place in breakfast and after school clubs.</p> <p>Early Years children have access to up-dated playground climbing equipment. New equipment is purchased for KS1 and KS2 playgrounds that encourage children to be active outside, provide challenge and build resilience and confidence. .</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focused CPD for all staff on the needs of PPG pupils and the range of supporting, targeted strategies that can be provided.</p>	<p>Combining Quality First Teaching with targeted support is and effective feedback is shown to have a positive impact on pupil progress and attainment.</p> <p>EEF Research on Teacher Feedback to improve Pupil Learning</p>	<p>1,2 and 5</p>
<p>Teachers, HLTAs and TAs take part in internal and external provided CPD that develops teaching skills in core subjects. E.g. Maths, writing, reading</p> <p>Staff CPD focus is to provide scaffolded learning that quickly enables pupils to become independent learners</p>	<p>Waves of Intervention Model</p>  <p><i>Waves of Intervention model by Third Space Learning</i></p>	<p>1,2 and 5</p>
<p>Key phase meetings are provided (as needed by staff) to enable staff to meet, discuss resources, pupil progress and share good practise.</p>	<p>Quality First Teaching models highlight the importance of sharing good practise between all staff. E.g. teachers, SENCO, support staff, agencies.</p>	<p>1, 2 and 5</p>
<p>Staff are provided with non-contact time to attend training sessions, meet with specialist or visit other settings to share good practise.</p> <p>Staff also attend local cluster groups to build and share skills.</p>	<p>Sharing good practise also includes developing relationships with local educational settings.</p>	

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

Budgeted cost: £22,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Higher level of support in some classes to meet the needs of disadvantaged pupils. E.g. scaffolding provided to enable all children to access learning, particularly where there are pronounced gaps in skills.</p>	<p>One-to-one and small group work enables children to gain immediate feedback on their work and guidance on next steps. EEF Toolkit – research shows the impact of one to one support and mentoring support in schools.</p>	<p>1, 2, 3 and 5</p>
<p>Planning and delivery of specific interventions (see afternoon Intervention time table) led by Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs).</p> <p>Specific interventions led by teachers during lessons or after school as boosters sessions for small groups of children.</p> <p>Resources are purchased that support the school’s approach to reading, to ensure that all children develop a love of reading and are competent reads by the end of year 6. <i>(Link to school’s Ofsted Report, 2023)</i></p>	<p>EEF Research - Oral Language Interventions. These included interventions to develop language and vocabulary and reading skills. <i>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</i> July 2021</p> <p>Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties: Removing Barriers to Achievement: developing school workforce SEN skills Jim Rose Report 2009</p>	<p>2, 4 and 5</p>
<p>Specific resources are provided to support learning. This can be in the form of class resources, software packages such as Purple Mash, or computers or books for home learning.</p>	<p>EEF Research for Early Years interventions: Communication and Language Approaches.</p> <p>Guidance for SEN pupils and those with dyslexic tendencies.</p>	<p>2, 4 and 5</p>
<p>Pupil Progress Meetings review the learning needs of all pupils and ensure that support is targeted and effective for all pupils.</p>	<p>EEF Research – Target teaching and support by accurately assessing pupils’ needs.</p>	<p>2</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children take part in Ready to Learn and morning activities to improve attendance.	The DfE document Working Together to Improve School Attendance, 2022 found that higher the overall absence rate of pupils in KS2 was linked to lower attainment at the end of KS2 (SATs results). DfE: Supporting the attainment of disadvantaged pupils Briefing for school leaders November 2015	1, 2 and 3
Agencies work with families to provide additional specialist support.	Ann Freud National Centre for Children and Families work on Mentally Healthy Schools looks at the importance of schools providing specialist support for children when needed.	2 and 3
All pupils take part in school trips and Ignite activities that support foundation subjects. Sports and music clubs and coaching are offered to all children.	EEF Toolkit – research participation in the arts can have a significant, positive impact on children’s outcomes. Arts can take the form of sports, drama, outdoor learning etc.	4 and 5
All PPG pupils offered a place in breakfast and after school clubs. New equipment is purchased for playgrounds that encourage children to be active outside, provide challenge and build resilience and confidence.	Nuffield Foundation: Out of school activities and the education gap 2014-2016 Early Years Framework 2023 sets out the importance of children building fine and gross motor skills as part of their overall early development.	4 and 5
Pupils also take part in Mindfulness and Growth Mind-Set workshops and activities.	EEF Metacognition and Learning Behaviours research. <i>A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018).</i>	2, 4 and 5

Total budgeted cost: £10,000 + £22,917 + £10,000 = £42,917

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.

<ul style="list-style-type: none">• All our Pupil Premium children have developed a more positive approach to attending school.• There has been an increase in the number of PPG children taking part in after school clubs and in representing the school in sports fixtures, e.g. in football tournaments• Teachers have reported children being more engaged in learning in whole class teaching and small group work; more children have attended the booster groups before school.• Children in Early Years and Key Stage 1 have benefited from targeted Read Write Inc phonic sessions with trained staff. These teaching sessions have been in 1:1 or small group sessions.
<ul style="list-style-type: none">• To help support engagement with learning, nearly £2,500 of funding has supported attendance on trip. This has been welcomed by parents and helped build positive relationships between parents and the school.• Funding has also be used to provide after school Maths booster session for children in key stage 2; these session have improve pupil progress in the autumn and spring terms.
<ul style="list-style-type: none">• Attendance figures for most of our PP children improved from the autumn and summer term. For a few children, their attendance continued to be very low so the school has provided free Beehive breakfast and after school child care and Nursery lunchtime sessions have been funded to support wrap round care.

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
Read Write Inc Phonics programme	Ruth Miskin