

School	Bishop King CE Primary	School Strategy Leader	Hazel Wheatley
No. of Eligible Pupils¹	382	Total Allocation²	£31,000

TEACHING:

Training and support for teaching staff to:

- identify and plug any identified gaps from transition (autumn 2021)
- plan and deliver 'catch-up' programmes
- further develop formative assessment systems
- support pupils' social and emotional needs
- adjust to structural and organisational change

Additional leadership time for subject leaders to:

- monitor pupil assessment
- assess and monitor pupil progress

School staff used to cover classes rather than supply staff

TARGETED ACADEMIC SUPPORT:

- Early Language Programme: WellComm
- One to one targeted phonics sessions
- One to one 'closing the gap' tuition
- Small group intervention support in all year groups
- Out of hours schooling for Years 5 and 6
- National Tutoring Programme - Years 3 and 4
- Safe Spaces for pupils in all classrooms

WIDER STRATEGIES:

- Safeguarding and attendance officer supports pupils and their families

During lockdown:

- Access to resources at home during prolonged isolations
- Most vulnerable pupils have priority access to classroom teaching and online materials
- Safeguarding/ pastoral team contacts vulnerable pupils as per rota
- Safeguarding/ attendance/ pastoral team supports families to establish routines for home learning
- Vulnerable learners not in school receive extra phone calls to support learning and well-being
- Frequent delivery of food parcels

1. Teaching

	Pupil group	Pupils' needs	How were pupil needs identified?	Chosen action / approach	Evidence and rationale for this choice	Cost	Desired outcome	Staff Lead
A	Nursery and Reception Pupils	Lack of transition and pupils not completing Nursery year meaning pupils aren't school ready	- Home and nursery setting visits : baselines and visual assessments - Parent voice	- Smaller class sizes - not planned - Appoint 1:1 adults for 'unknown' pupils with high - Early identification of SEND needs	EEF: Reducing class size (+3 months) Pupils with high needs are supported on a 1:1 basis to allow more capacity for other staff to support all pupils to be school ready and to catch up on vital stages of early childhood development	(Possible £20,000)	Vulnerable pupils are well supported to settle into school. They catch up on vital stages of early childhood development. EHCPs awarded to meet the high needs of EYFS/ SEND pupils within six months of starting at BK	EY lead SENCo
B	Reception	Early language development	Baseline assessments	CPD for all EYFS staff: WellComm programme	EEF research: Early Literacy Approach (+4 months)	£1,000	Improved vocabulary and story-telling skills	EYFS lead
C	Children moving from Reception to Year 1	A play based curriculum with outdoor focus to help pupils transition into Y1 after lost learning time, and for pupils who had low starting points	Baseline assessments End of year assessments Gap analysis of the Foundation Stage curriculum	- A continuum of EYFS curriculum for Term 1; more formal, structured learning in the mornings - Y1 outdoor area developed to support transition from EYFS - Experienced KS1 teachers plus DHT support - TA employed to support outdoor play	EEF: Play based learning (+5 months) Lost learning time, coupled with low starting points, means an extension of the EYFS curriculum is required to ensure the building blocks for prior learning are not missed, and misconceptions are identified and dealt with	£7,000	Teachers have the resources available to continue a play based approach to learning to allow pupils time to progress through the appropriate stages of child development	Year 1 CTs + DHT
D	Years 1 & 2 pupils who aren't on track to pass phonics screening	Recall of previously learnt phonics, and 1:1 tuition for individual 'catch up'	September assessment + six-weekly phonics screening to inform groupings	- New staff trained in ReadWriteInc phonics - Phonics lead to support and coach daily across EYFS and KS1 Extra TA support for smaller group/ 1:1 tuition - mornings and afternoons for lowest 20%	EEF: 'Phonics'; 'Improving Literacy In KS1' Some pupils don't access spoken English language during summer holidays. Others had little access to e-phonics during lockdown - due to language barrier (parents)	£1,000 Leadership time £7,000	All but the very low ability and 'New to English' pupils pass the phonics test: Y2: December 2021 (90%) Y1: June 2022 (90%) Any pupils who don't pass will continue receiving additional support: phonics then fluency	Phonics lead
E	Years 1-6	Subject leaders and teachers have a clear understanding of gaps that need covering from previous year's objectives	Gap analysis Previous year's assessments Transition meetings (July 21)	English, Maths. science leads: <ul style="list-style-type: none"> ▪ analyse curriculum coverage and QLA from summative assessments ▪ review non-negotiables, ▪ adapt long/ medium term plans across the school 	EEF: A tiered approach to 2020-21	Leadership time	All teachers have a clear understanding of the gaps they need to teach The remaining gaps are plugged, misconceptions are identified and addressed through Closing the Gap interventions	Subject leaders Class teachers

F	All Pupils	Quality First Teaching	QLA of summative assessments Transition meetings	- Identify any further gaps in knowledge and/ or curriculum - Maths, English and science leadership time to monitor - Catch up programmes - English and maths hub	- Some pupils have no access to spoken English during school breaks - EEF: Quality First Teaching	Leadership time £7,000	Pupils meet their reviewed target at the end of KS1 and KS2	Class teachers Core subject leaders
G	All pupils	PSHE/ well-being support Discuss anxieties, know new COVID-19 rules	Teacher transition meetings 'All About Me' booklets/ pupil survey	- Well-being priority led by pastoral team - Adapted PSHE curriculum to address current issues - Pastoral team members to support designated phases	- Anxious families due to Lincoln's high rate of COVID - Many have no daily routine during summer break - Some will not have spoken English for two months	£1,000	By October 2021, all pupils have a named adult, can sustain long periods of concentration, and have increased levels of work stamina - October 2021	PSHE lead
H	All pupils	Develop pupils' speaking and listening skills and wider understanding of language	All pupils will benefit from this approach	- Whole class guided reading - Core stories for EYFS / KS1 - KS2 class reader - Planned time for pupil talk - Teach vocabulary; model and extend children's language across the curriculum	EEF: Improving Literacy In Key Stage 1 EEF: Improving Literacy In Key Stage 2		- Children confident in speaking English in the classroom - on-going - New to English/ EAL who don't have access to spoken English at home - six months from entering the UK	English leads
I	Years 3 and 4 - Pupil Premium	Catch up of lost learning through 1:1 tuition and small group support	QLA of summative assessments Formative assessments	- Employ additional teacher to provide support based on formative assessment to 'close the gap' for disadvantaged pupils. - Deliver after-school tuition in core subjects - informed by assessments	National Tutoring Programme EEF: Small group tuition (+4 months) EEF: 1:1 tuition (+5 months)	£3,500 not funded by NTP	Accelerated progress; pupils catch up on lost learning - assessed 3 x a year PP gap narrowed/ closed See internal data for KS targets	LKS2 leader
J	Years 5 and 6	Catch up on lost learning and prepare for KS2 tests	QLA of summative assessments Formative assessments	- 1:3 tuition, before school, linked to current learning - target pupils who are behind. - 1:4 after-school revision for those not on track for EX/GD Employ a QTS to support PLAC, PP, SEND pupils to access non-core subjects	EEF: Extended school time (+2 months) EEF: Small group tuition (+4 months)	£5,000 £5,000 £4,440	Accelerated progress; pupils meet their end of KS2 targets - July 2022; see SDP milestones	UKS2 leader
K	Years 1-6	Early bird sessions	All pupils who arrive early	Weekly schedule for: reading, spelling and 5-a-day maths	EEF: Extended school time (+2 months)	Support staff	Improved fluency - assessed 3 x a year	Phase leaders
L	All pupils	To have digital access to remote learning	Staff knowledge and pupil survey	Timetable for Y2 to Y6 pupils to use Google Classroom weekly EYFS to Y1: Tapestry	EEF: Digital technology (+4 months) EEF: Parental engagement (+3 months)	Already purchased last year	Pupils know how to log on to Google classroom Laptops for all KS2 pupils are ready for use at home in cases of self-isolation	IT leader SBM

2. Targeted Academic Support

	Pupil group	Pupils' needs	How were pupil needs identified?	Chosen action / approach	Evidence and rationale for this choice	Cost	Desired outcome	Staff Lead
A	Years 1 & 2 pupils who are not on track to pass phonics screening	Additional phonics teaching and catch up Extra phonics teaching time	Baseline assessments	Small group tuition 1:1 tuition - pm	- EEF: Small group tuition (+4 months) - 1:1 tuition (+5 months) - Gaps in learning and bubble closures led to pupils regressing in their phonic knowledge	£6,000	All but the very low ability and 'New to English' pupils pass the phonics screening test: Y2: December 2021 (90%) Y1: June 2022 (90%)	Phonics lead
B	Years 3 and 4	Catch up on lost learning	KS1 data Teacher and summative assessments	Closing the gap x2 weekly - After-school tuition - informed by assessments	National Tutoring Programme Small group tuition: (+4 months) 1:1 tuition (+5 months) After-school tuition is informed by assessments	Costed above	Y3 and 4 catch up on lost learning - assessed 3 x a year Disadvantaged gap is narrowed - assessed 3 x a year	LKS2 leader
C	'New to English' and low ability pupils in KS2 significantly behind ARE	Survival vocabulary Basic phonetic knowledge and language acquisition	KS1 data Teacher and summative assessments	'Fresh Start' group Teach in small groups: 'survival' vocabulary	'Fresh Start' (+3 months) 1:1 tuition (+5 months) Small group tuition (+4 months) 'New to English' pupils must be secondary ready	£1,500	Low ability and 'New to English' pupils are well prepared and ready for secondary school - July 2022	UKS2 leader
D	All Y5 and Y6 pupils	Catch up on lost learning and prepare for KS2 national tests	KS1 data Teacher and summative assessments	1:3 tuition before school, linked to current marking and feedback	Extended school time (+2 months) Small group tuition (+4 months) Feedback (+8 months)	Costed above	Accelerated progress; pupils meet their end of KS2 targets - July 2022; see SDP milestones	UKS2 leader
E	Pupils in all year groups who have social and emotional needs, due to pandemic; lost learning; lack of routines	Well-being, social and emotional support	Class teachers, pastoral team, SENCo, SLT	Weekly circle time, brain breaks, adapted PSHE curriculum Routines weeks	Social and Emotional Learning (+4 months) To ensure pupils are confident and mentally ready to learn with strong learning behaviours	PP funded	Pupils are able to quickly adapt back into routines and access full learning opportunities - October 2021	PSHE lead
F	Pupils with behavioural/ social needs who have fallen behind in their academic achievement Years 1-6	Small group support	Class teachers, pastoral team, SENCo, SLT	SDP priority 4 Daily monitoring CPD: TeamTeach Work with parents Phased return for extreme cases Outside agency support: BOSS	EEF: Parental engagement (+3 months) EEF: Behaviour interventions (+3 months) Need to increase confidence and engagement in learning	PP funded	Pupils are able to quickly adapt back into routines and access full learning opportunities - October 2021 No pupils are on a part-time timetable - January 2022	SENCo

3. Wider Strategies

	Pupil group	Pupils' needs	How were pupil needs identified?	Chosen action / approach	Evidence and rationale for this choice	Cost	Desired outcome	Staff Lead
A	Pupils and parents anxious to return to school	Mental health and anxiety support	Teacher Safeguarding officer Pastoral team SENCO Outside agencies	SDP priority 4 Pupil support plan Pastoral team SENCo referral for external support	Some parents and carers reporting anxiety issues Anna Freud programme BOSS Lincolnshire support Lincolnshire MHST	£5,000	Improved attendance of individual pupils - September 2021 LH to monitor	TR/ ST
B	Parents unable to work and struggling as financially as a result of COVID	Deprivation and financial difficulty	Safeguarding officer conversations and ongoing support	Continue to provide uniform from school funds. Food from local food banks and charities	'Maslow's Hierarchy of Needs' Children coming to school hungry and not in uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning. EEF Guide to Pupil Premium	PP funded	Pupils have good self esteem, and are ready to learn - September 2021	LH
During lockdown:								
C	Disadvantaged pupils who don't have stationery and resources for completing work at home	Deprivation and financial difficulty	Safeguarding officer / class teacher through conversations and on-going support	Ensure all families have access to resources to work from home, and laptops where possible	Serving households in the lowest 10% in the country. Multi occupancy households. High drug and alcohol abuse in area http://dclgapps.communities.gov.uk/imd/iod_index.html# 30% of pupils at the school are PP. Families don't have digital equipment. Lack of resources make it difficult for continued learning to take place.	PP funded Use existing school laptops	All pupils are able to access home learning if self-isolating; continued learning can take place.	SBM
D	Vulnerable families, including: CP, Child in Need, and parents on shift work	Safeguarding	Staff know children and have a 'watch' list	Safeguarding/pastoral team contact vulnerable pupils as per rota	Staff have good local knowledge and know the families 80 vulnerable families identified during lockdown	PP funded	All concerns reported and acted upon Pupils are safe at all times	LH
E	Vulnerable families and parents on shift work	Established routines for home learning	Staff know children and are vigilant	Provide a suggested timetable of work, and provide resources Regular phone calls to support learning and feedback on completed work	Only 50% of pupils engaged in daily home learning during whole school lockdown		All pupils engaged in home learning - when self-isolating	LH