

## Bishop King C.E. Primary School: Pupil Premium Strategy Plan for 2020-2021



### 1. Summary information

<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£127,034 including EYPP	PP lead: C Gaskell	PP Governors: D Callaghan and A Andrews
<b>Total no. of pupils</b>	369	<b>No. of pupils eligible for PP</b>	94 (25%)	Date for next internal PP review	Autumn 2 2020

### 2. Current attainment - Due to COVID-19, we have no statutory assessments

<b>KS2 teacher assessments for 2019-2020:</b>	<b>BK pupils eligible for PP</b>	<b>BK pupils not eligible for PP</b>	<b>PP gap</b>
% achieving expected standard, or above, in reading, writing and mathematics	55%	65%	-10%
% achieving expected standard, or above, in reading	64%	74%	-10%
% achieving expected standard, or above, in writing	91%	74%	+17%
% achieving expected standard, or above, in mathematics	64%	70%	-6%
<b>KS1 outcomes for 2019-2020:</b>	<b>BK pupils eligible for PP</b>	<b>BK pupils not eligible for PP</b>	<b>PP gap</b>
% achieving expected standard, or above, in reading, writing and mathematics	42%	51%	-9%
% achieving expected standard, or above, in reading	50%	65%	-15%
% achieving expected standard, or above, in writing	42%	54%	-12%
% achieving expected standard, or above, in mathematics	50%	60%	-10%

**Barriers to future attainment (for pupils eligible for PP, including high ability)**

<b>A</b>	<b>School Closure due to Covid-19:</b> recovery curriculum, transition and PSHE focus during the Autumn term. Focus on meeting emotional needs and pupil experiences, and preparation for readiness for learning. Closing identified gaps in learning through 1:1 intervention and the tutoring programme of support.
<b>B</b>	<b>Pupils' on-entry baselines are well below their chronological ages:</b> 1:1 'closing the gap' strategies, focussed 1:1/ group support 'in-class', 1:1 and small group tutoring,
<b>C</b>	<b>Percentage on track in 'Reading and Maths is below national:</b> daily 'closing the gap' strategies, focus on Reading, Writing and Maths, 1:1 and small group tutoring
<b>D</b>	<b>High EAL: 'New Arrivals/New to English' pupils are unable to access whole curriculum:</b> Focus on topic vocabulary, 1:1 and small group support in the classroom : <b>EAL parents unable to fully support their child's learning and homework:</b> 'Year Ahead' information, documents and information to be translated on the school website, EAL team to provide additional resources to ensure pupils are supported with their learning at home,
<b>E</b>	<b>High mobility, particularly 'New to English' mid-year admissions and SEND:</b> 'closing the gap' support, EAL support, SENDCo support and provision of additional resources.
<b>F</b>	<b>Overall attendance for pupils eligible for PP (for 2020-2021) impacts on progress:</b> Attendance officer, PSA ( 2 days a week)
<b>G</b>	<b>High number of safeguarding concerns:</b> Deploy Pastoral Team and Safeguarding officer
<b>H</b>	<b>High deprivation and poor housing conditions, fewer opportunities outside of school:</b> attendance to school and residential visits, breakfast provision in school, school uniform purchased, extra- curricular activities, bespoke curriculum to meet cultural capital disadvantages.

**3. Desired outcomes:**

	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>1</b>	Pupils are emotionally ready for learning following school closure due to Covid-19.	The school transition/ PSHE provision has supported and accelerated pupil readiness for learning. Pupil voice/ interviews/ 'All About Me' booklets
<b>2</b>	Early and prior assessments inform gaps in learning for EAL pupils.	Assessments inform next steps 'New to English/ EAL' pupils make good or better progress in all subjects
<b>3</b>	Accelerate progress of disadvantaged pupils	PP attainment gap has closed in Reading, Writing and Maths combined at the end of KS1 & KS2 All PP pupils make good or better progress in Reading, Writing and Maths.
<b>4</b>	Improve attendance of disadvantaged pupils, with a focus on punctuality and persistent absentees.	The gap for persistent absentees is closed and pupils arrive at school on time.

**A. Pupil transition back to school due to school closure / Covid 19.** recovery curriculum, transition and PSHE focus during the Autumn term. Focus on meeting the emotional needs and preparation for readiness for learning. Closing identified gaps in learning through 1:1 intervention and the tutoring programme of support.

**B. Pupils' on-entry baselines are well below their chronological ages:** 1:1 'closing the gap' strategies, focussed 1:1/ group support 'in-class', 1:1 and small group tutoring,

**C. Percentage on track in 'reading, writing and maths combined' is below national:** daily 'closing the gap' strategies, focus on Reading, Writing and Maths, 1:1 and small group tutoring

**Percentage on track in Reading and Maths is below national:** Class PP champions, 1:1 / group support in class, closing the gap intervention

Actions taken from SDP Priority One:	Lead	Resources	Timescale	Monitoring	Success Criteria	Evaluation
Teachers plan for transition and PSHE (Covid 19 return to school) resources provided by the pastoral team, e.g: <i>emotion stations</i> , <i>'cool down areas'</i> , etc. Long and medium term PSHE curriculum plans revised for current year Support PP learning	Pastoral Team DHT	Pastoral team, resources and CPD  Lunchtime Lounge  £ 35,000	Training day  Daily  Weekly	Learning walks and drop-ins: Pastoral team  DHT; pupil voice and 'All About Me' books	<ul style="list-style-type: none"> <li>All staff and class environments are well prepared to meet the emotional needs of children following school closure / Covid 19</li> <li>Positive pupil well-being interviews</li> <li>Pupils enjoy coming to school</li> <li>Attendance is in line with national</li> </ul>	Feb 2021: Higher than national during lockdown Staff revisit wellbeing training, new resources. Wellbeing day planned for 8.3.21
Implement the recovery curriculum; subject leaders identify key concepts 'Closing the gap' strategy to plug gaps	Subject leaders	Subject leadership time £5,000  Support staff time £15,000	July 2020  Weekly	DHT: Pupil voice/ book scrutiny Governors: drop ins / pupil voice	<ul style="list-style-type: none"> <li>Missed learning/ key concepts identified</li> <li>English, Maths, RE, Science and PSHE medium term plans revised by subject leaders;</li> <li>Key concepts identified as non-negotiables</li> </ul>	Second lockdown so need to revisit this
Differentiation and challenge meets the needs of all pupils Gaps in learning addressed daily during class time All year groups have additional adults/ tutors to address misconceptions All subject/phase leaders have 'disadvantaged pupils' as a focus in their action plan Assessment meetings focus on disadvantaged pupils	DHT  Phase leaders  Phase leaders  Phase leaders  DHT	Support staff in classrooms £3,775  External moderator £2,500	Daily  Daily  Daily  On-going  Termly	SLT: Book scrutiny, learning walks and drop ins Govs: Pupil voice DHT: moderation meetings	<ul style="list-style-type: none"> <li>Challenge and differentiation for all PP pupils</li> <li>PP pupils remain a high profile across school</li> <li>'Closing the gap' strategy is clearly addressing misconceptions</li> <li>Assessment meetings inform PP provision plans</li> <li>PP pupils are making good progress, including SEND group</li> </ul>	Second lockdown so need to revisit this Jan 21: All pupils at home provided with a device for remote learning
PP champions read with PP child twice a week, and provide pastoral support External music specialist supports Year 3: emotional and mental well-being	PLs  LKS2 PL	No cost  £2,300	Twice weekly  Weekly	Reading lead: reading records  DHT drop ins	<ul style="list-style-type: none"> <li>All PP pupils know their PP champion</li> <li>PP reading progress gap is narrowed</li> <li>Positive behaviours displayed at all times</li> </ul>	

Green highlighted: met; Yellow: on-going

<b>D. High EAL: 'New Arrivals/New to English' pupils are unable to access whole curriculum:</b> <i>Focus on basic topic vocabulary, 1:1 support in the classroom, 'New to English' interventions provided in class.</i>						
<b>: EAL parents unable to fully support their child's learning and homework:</b> <i>'Conversation Club' for parents, Year Ahead meetings, documents translated on the school website, access to virtual support with pupil learning at home ie: Daily RWI Phonics videos</i>						
Actions taken from SDP Priority One:	Lead	Resources	Timescale	Monitoring	Success Criteria	Evaluation
1:1/ group support for EAL/PP pupils in classrooms	DHT	Support staff £15,000	Weekly	Phase leaders	<ul style="list-style-type: none"> <li>EAL / PP pupils can access the curriculum</li> <li>EAL / PP pupils know, and understand, topic vocabulary</li> <li>New to English / PP pupils know the 'survival vocabulary' words</li> <li>New to English pupils immersed in the classroom environment</li> </ul>	Feb 21: New to English: invited into school during lockdown  Feb 21: Due to pandemic, staff shortage has impacted on this provision
Updated topic related word banks highly visible in all learning areas with visual representations	Subject leaders	Word banks resourced £1,000	Termly	Phase leaders		
EAL small group sessions to teach survival vocabulary	EAL lead		Weekly	DHT		
All curriculum information on school website; majority is translatable	Phase Leaders	Information and resources to support learning at home	Termly Annually	DHT	<ul style="list-style-type: none"> <li>PP/EAL parents have knowledge, to support their child's learning / homework</li> <li>Parents are well informed of the curriculum for the academic year, updated termly</li> </ul>	Jan 21: New EAL tab with translated documents, and signposted resources
<b>E. High mobility, particularly mid-year admissions and SEND:</b> <i>'New to English'/EAL support, SENDCo support with classroom strategies, outside professionals</i>						
Safeguarding assessments on entry to school	LH	Safeguarding officer £10,000	On-going	DSL	<ul style="list-style-type: none"> <li>Concerns identified early addressed by Safeguarding Officer</li> </ul>	Jan 21: New: CPoMS more efficient system for sharing information
Children Missing in Education (CME) are followed up	LH	Parent Support Officer £8,500 SENDCo £10,000	Weekly monitoring	DSL	<ul style="list-style-type: none"> <li>No child entering, or leaving, BK school are unaccounted for</li> </ul>	Feb 21: Home visits carried out where there are concerns
Early assessment of PP/ SEND pupils	NC			HT SEND Governor	<ul style="list-style-type: none"> <li>All PP/SEND children have their needs identified early and provided for in school</li> </ul>	Assessment on entry esp. New2English
<b>F. Overall attendance for pupils eligible for PP ( = for 2019-2020) impacts on progress:</b> <i>Deploy Attendance officer and Parent Support Adviser ( 2 x days a week)</i>						
Monitoring of PP children's attendance and punctuality Non-attenders and persistent absentees (PA) are followed up	LH	Attendance officer £15,233	Daily - Termly	HT Chair of governors	<ul style="list-style-type: none"> <li>PP attendance is at least in-line with national PP</li> <li>PP children arrive at school on time</li> <li>Attendance panel impacts on PA data</li> <li>All PP children attend school regularly</li> <li>PP attendance is in-line with national</li> </ul>	25.9.20: 96% attendance PA continues to be a priority
Incentives for attendance and punctuality	LH	Certificates Alarm clocks	Termly	HT		
<b>G. Significantly high number of safeguarding concerns:</b> <i>Deploy Pastoral Team, Safeguarding officer and Parent Support Adviser ( 2 x days a week)</i>						
All concerns are reported to DSL All staff trained as per schedule Weekly meeting with SLT, SENDCo and LH	LH	Staff CPD Wellbeing meetings	Daily See CPD schedule	DSL Safeguarding Governor	<ul style="list-style-type: none"> <li>All staff know the procedures for disclosures</li> <li>All concerns have been acted upon</li> <li>Children feel safe in school</li> <li>Vulnerable children attending school regularly; their needs are met</li> </ul>	Jan 21: Whole staff training plan. All staff registered on, and can use, CPoMS Rigorous monitoring systems in place

<b>H. High deprivation, poor housing, few opportunities outside school: school visits, breakfast club, uniform, extra-curricular clubs, Cultural Capital checklists agreed</b>						
Actions taken from SDP Priority One:	Lead	Resources	Timescale	Monitoring	Success Criteria	Evaluation
Social, emotional and learning support in the classrooms Autumn term focus: transition/ return following school closure / Covid-19 March 8 <sup>th</sup> : wellbeing day for whole school following staff training/ new resources	Pastoral Team	Training and materials £1,500	Daily	DHT: Pupil voice and 'All About Me' booklets  HT: Drop ins	<ul style="list-style-type: none"> <li>All children have eaten breakfast and a substantial lunch</li> <li>Positive pupil social and emotional wellbeing</li> <li>All children are well clothed and wear suitable school shoes</li> <li>Very few instances of bullying or exclusions</li> <li>Conduct and learning behaviours are good</li> <li>All children wear a school P.E. kit</li> </ul>	29.9.20 – CG to meet TR and ST review and next steps of evaluation.
Classroom Breakfast or breakfast club - depending on social distance success	Chef	Provisions £3,000 Staffing £600	Daily	HT Pastoral team	<ul style="list-style-type: none"> <li>PP children are supervised in the mornings</li> <li>PP children have a healthy breakfast</li> <li>PP children are punctual, ready for learning</li> </ul>	Dec 2020: Breakfast club reopened for PP and keyworkers
Cultural Capital: extra-curricular provision.	Phase Leaders	Extra-curricular clubs Sports lunchtime clubs (PE fund)	Weekly	DHT	<ul style="list-style-type: none"> <li>Disadvantaged pupils are included in extra-curriculum activities</li> </ul>	Autumn Term 1 2020- 3 x sports clubs for Year 3, 4 and 5 through LCFC and Synergy.
Educational visits and visitors	HT	Planned experiences £5,000	Termly	DHT	<ul style="list-style-type: none"> <li>Disadvantaged pupils are included in all curriculum activities</li> </ul>	Autumn 20: Visits to be paid for through the PPG when required.
Teachers review their Cultural Capital Checklist (CCC) for the current year CCC opportunities are planned as part of curriculum, including additional swimming sessions	HT	Visitors, visits, additional Y6 swimming (PE fund)	Termly	DHT Chair	<ul style="list-style-type: none"> <li>All children have experiences that are outside their home environment</li> </ul>	Dec 20: No swimming due to COVID
<b>Total allocated to PP strategy plan</b>		<b><u>£133,908</u></b>				
<b>Governor monitoring activities: - TBA</b>						