

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bishop King CE Primary
Number of pupils in school	416 (April 2023 includes nursery) 461 (October 2023 includes nursery)
Proportion (%) of pupil premium eligible pupils	29% (April 2023)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 2024 / 2025 2025/ 2026
Date this statement was published	1.11.23
Date on which it will be reviewed	15 /11/23 6.3.24, 4.7.24
Statement authorised by	Hazel Wheatley Headteacher
Pupil premium lead	Claire Gaskell Deputy Headteacher
Governor / Trustee lead	Colin Wall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,310.00 (EYPP and PLAC)
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182,310.00  £30,198.85 from school budget

# Statement of intent

We create a nurturing environment which both inspires and challenges all pupils to feel equipped to have the aspirations in life to '**Dream big. Love God. Live well.**' We have adopted a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes, ensure they are supported emotionally and raise expectations of what they can do and achieve. All children are allocated a Pupil Premium champion to ensure this happens on a day –to- day basis.

We aim for all children, irrespective of any disadvantage, to make good progress and achieve well across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this, including progress for those who are high attainers.

We ensure all our pupils receive high quality first teaching, targeted early interventions are in place, as and when, pupils require further support to close identified gaps in their learning by adults addressing misconceptions daily.

## Challenges:

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

Challenge number	Detail of challenge
1	<p>The pandemic has widened the disadvantage gap</p> <ul style="list-style-type: none"><li>Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment.</li></ul>
2	<ul style="list-style-type: none"><li>Pupils' on-entry baselines are well below their chronological ages</li><li>Percentage on track in Reading and Maths is below national</li></ul>
3	<ul style="list-style-type: none"><li>Pupil attendance and persistent absentees</li></ul>
4	<ul style="list-style-type: none"><li>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through the end of KS2, and in general, are more prevalent among our disadvantaged pupils than their peers.</li></ul>
5	<ul style="list-style-type: none"><li>High EAL: 'New Arrivals/New to English' pupils</li><li>EAL parents unable to fully support their child's learning and homework</li></ul>
6	<ul style="list-style-type: none"><li>High mobility, particularly 'New to English' mid-year admissions and SEND</li></ul>
7	<ul style="list-style-type: none"><li>Complex SEND needs: Social communication and behavioural difficulties for a small group of children across KS1 (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. SEND higher amongst PP children.</li></ul>
8	<ul style="list-style-type: none"><li>High number of safeguarding concerns</li></ul>
9	<ul style="list-style-type: none"><li>High deprivation and poor housing conditions, fewer opportunities outside of school</li><li>Working poor families and shift patterns</li></ul>
10	<ul style="list-style-type: none"><li>Parental engagement in pupil learning and outcomes</li></ul>

## 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
<ul style="list-style-type: none"> <li>All disadvantaged pupils will make good progress in Reading, Writing and Mathematics (<b>SDP PRIORITY 1 and 2</b>)</li> </ul>	<p>By the end of KS2 Reading, Writing and Maths data will show all disadvantaged pupils have made good progress and outcomes are closer to national.</p> <p>All pupils who achieved GLD will meet Year 1 Phonics outcomes at the end of each academic year.</p>
<ul style="list-style-type: none"> <li>Improved oral language skills and vocabulary among disadvantaged pupils in EYFS and KS1.</li> </ul>	<p>Assessments and observations indicate significantly improved oral language among EYFS and KS1 disadvantaged pupils. This is evident through a range of sources, including WellComm, Talk for Writing, LEAD vocabulary programme, Word Aware 2.</p>
<ul style="list-style-type: none"> <li>Pupils are emotionally ready for learning each day, feel safe in school and access a wide curriculum.</li> </ul>	<p>Pupil voice shows that:</p> <ul style="list-style-type: none"> <li>pupils feel safe</li> <li>participation in enrichment activities is high</li> </ul> <p>All pupils are well-prepared for transition to new classes/phases.</p> <p>Y6 pupils are well-prepared for secondary school</p> <p>All safeguarding needs are met and families are well supported.</p>
<ul style="list-style-type: none"> <li>Attendance is in line or above national, including persistent absentees and lateness.</li> <li>Attendance impacts on progress made</li> </ul>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils is more than 95% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced.</li> <li>persistent absence data is in line with national.</li> <li></li> </ul>
<ul style="list-style-type: none"> <li>Maintain parental engagement</li> </ul>	<p>Parents' knowledge is improved as to how they can support their children in the home.</p> <ul style="list-style-type: none"> <li>Positive relationships are fostered between parents and school staff.</li> <li>Parent curriculum workshops in school</li> <li>Parent workshops; managing your child's behaviour and emotions</li> <li>All year group /subject documentation on the school website</li> <li>Weekly Phonics links are emailed to parents.</li> <li>Use of Tapestry as a communication tool in EYFS.</li> <li>Year Ahead meetings</li> </ul>

## Activity in this academic year

Activity <u>SDP Priority 1 and 2</u>	Evidence that supports this approach	Challenge number(s) addressed
<p>All disadvantaged pupils are reading to an adult in school at least twice a week</p> <p>GD attainment – R, W and M -</p> <p>EYFS lead release time to lead reading and the LEAD vocabulary programme in Nursery and Reception.</p> <p>English leadership release time to embed key strategies in school, phonics to fluency strategies and to access English Hub resources and CPD</p> <p>Small groups of UKS2 children to attend a weekly writing club – targeted interventions to support writing.</p>	<p>EEF research and the impact of COVID 19</p> <p>School data gap: In school - Pupil Premium Champions</p> <p>Better Communication Research programme (2012) LEAD Vocabulary Programme</p> <p>LEAD Reading Fluency programme.</p> <p>Small group tutoring before school – EEF research</p> <p>Disadvantaged pupils were less likely to meet the expected standard in Reading, Writing and Maths (51% versus 71% of all other pupils) in key stage 2.</p> <p>COVID-19 has exacerbated challenges</p> <p>In autumn 2021, the average primary school pupil had lost 1.9 months in Maths and 0.8 months in Reading. Disadvantaged children lost an additional 0.3 months in Maths and 0.4 months in Reading. <b>Page 7 'Opportunity for All' Department for Education March 2022</b></p>	2,5,6
<p>Phonics leadership time to monitor the implementation of the Read, Write Inc scheme every day.</p> <p>External moderation of PP children's attainment in Year 2 to identify gaps</p>	<p>School / local and national data</p> <p>EEF research:</p>	2,5,6

<p>Maths teaching and curriculum planning is enhanced:-</p> <ul style="list-style-type: none"> <li>• Maths leadership release time</li> <li>• EYFS lead release time to work closely with the Maths lead</li> </ul> <p>Identified UKS2 children attend weekly Maths and Writing tutoring.</p> <p>Times table group – Year 3/4 – weekly</p> <p>Identified pupils to attend a GD Maths club - Year 2 - Spring term 2024</p>	<p>EEF research School / local and national data</p> <p>School data gap</p> <p>1-1 and Small group tutoring before and after school</p>	2,5,6
<p>PP lead to meet with SENDCO: attainment of disadvantaged pupils with SEND</p>	<p>NAHT research</p> <p>Meetings 2 a year.</p>	2,5,6,7

Budgeted cost: £68, 163 (£2,255.95 + £7,694.30 from school budget)

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

Activity SDP Priority 1 and 2	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily Phonics interventions</p> <p>Daily phonics leadership time</p>	<p>EEF research Phonics assessments and previous outcomes</p> <p>LEAD EQUATE Read, Write Inc scheme</p>	2,4,6,7
<p>School-led interventions in Reading, Writing and Maths</p>	<p>EEF research</p>	2,5,6,7
<p>All disadvantaged pupils are reading in school at least twice a week and are included in the reading incentive scheme.</p>	<p>EEF research Pupil premium champions – school data</p>	2,5,6,7, 10

Budgeted cost: £20,242.00 + (£20,248.60 from school budget)

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

Budgeted cost: £98,905 +

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour manager to deliver staff training on managing pupil behaviour and well - being/ emotional health.</p> <p>Behaviour manager supporting small class groups in core subjects.</p> <p>Daily pupil check-ins</p> <p>Referrals to the pastoral team for individual / small group work required to meet pupils emotional well-being needs and behaviour.</p> <p>Pupils to attend Lunch time Lounge (LL) and Listening, Linking and Learning (LLL)</p>	<p>EEF research and the impact from COVID 19</p> <p>EEF research</p>	1,8.9, 10
<p>All safeguarding concerns are acted on promptly and families receive appropriate support, including multi agencies.</p> <p>Non- contact time for designated teacher to monitor PLAC passports and learning outcomes.</p> <p>Designated teacher to meet with PLAC parents/ carers</p>		1,8.9, 10
<p>School visits subsidised.</p> <p>Uniform will be provided</p> <p>Breakfast club, sports clubs, extra-curricular activities and music lessons</p> <p>All pupils in EYFS receive free milk each day.</p> <p>All disadvantaged children receive free milk in KS1</p>	<p>EEF research</p> <p>Pupil's attendance and engagement in wider strategies impacts on pupil performance and success in school.</p>	1, 3, 9,10

<p>Attendance officer:</p> <ul style="list-style-type: none"> <li>• support families, home visits, telephone calls,</li> <li>• monitors punctuality and persistent absentees</li> <li>• Text messages to parents about pupil attendance</li> <li>• purchase alarm clocks for families,</li> <li>• attendance incentives</li> <li>• regular meetings with families</li> </ul> <p>PP lead to meet Attendance lead once a term.</p> <p>Parent workshops to be held in school for managing pupils emotional and behavioural needs at home.</p> <p>EYFS lead to develop positive links with Lincoln Children's Centres and community hubs.</p> <p>All pupils to complete weekly homework</p>	<p>Pupils' attendance impacts on performance.</p> <p>EEF research</p> <p>NAHT national research</p>	<p>1, 3,10</p>
<p>SENDCO and Pupil Premium lead to meet 2 x a year to discuss the attainment and progress, including meeting needs for disadvantaged pupils with SEND</p>		<p>1,3,7,10</p>

**Total budgeted cost:** £63,163 + £20,242.00 + £98,905 = £182,310.00 (+ £30,198.85 from school budget)

## 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 2022 to 2023 academic year.

### Reception: Percentage of pupils that met national expectations

	Personal, Social and Emotional Development	Physical Development	Communication and Language	Literacy	Mathematics
All pupils (59)	83%	89%	72%	57%	60%
Pupil Premium	5/9	6/9	5/9	4/9	4/9
(9 pupils)	55%	66%	56%	44%	44%

58% of Pupil Premium children gained a Good Level of Development (GLD) children.

NB: Percentages should be used with caution when analysing small numbers

### Year 1 Phonics screening check:

All pupils (60)	Pupil Premium (13)	Gap
70% of all pupils met the national expectations	62% of Pupils Premium met the national expectations	-8%



### KS1 Statutory Assessments

Attainment	All pupils (53)	Pupil Premium (15)	Gap
Reading	54.7% met the national expectations	47.3% met the national expectations	-7.4%
Writing	49.1% met the national expectations	47.3% met the national expectations	-1.8%
Mathematics	52.8% met the national expectations	47.3% met the national expectations	-5.5%
Reading, Writing and Maths combined	45.28%	42.11%	-3.17%

Progress	All pupils (33)	Pupil Premium (14)	Gap
Percentage of pupils that made at least expected progress: based on EYFS data	Reading: 90.95 %	Reading: 100%	+9.05%
	Writing: 87.9%	Writing: 100%	+12.1%
	Maths: 90.9%	Maths: 100%	+9.1%

NB: From 2024, KS1 will no longer be statutory

### Year 4: Statutory Multiplication Tables Check

Attainment	All pupils (57)	Pupil Premium (19)	Gap
Percentage that met the national standard	62%	61%	-1.0%


## KS2 Statutory Assessments

Attainment	All pupils (62)	Pupil Premium (23)	Gap
Reading	58.1% met national expectations	71.0% met national expectations	+12.9%
Writing	58.1% met national expectations	52.4% met national expectations	- 5.7%
Mathematics	53.2% met national expectations	47.6% met national expectations	-5.6%
Reading, Writing and Maths combined	44% met national expectations	38% met national expectations	- 6%

Progress	All pupils (48)	Pupil Premium (18)	Gap
Only pupils that have KS1 data are used to measure progress	Reading: 95.8%	Reading: 100%	+4.2%
	Writing: 100%	Writing: 100%	0
	Maths: 81.2%	Maths: 77.3%	-3.9%

## Progress made by Pupil Premium pupils compared with National and Lincolnshire

Estab No.	Estab. Name	Total Cohort	Avg. KS1 Pt Score	READING				WRITING				MATHS			
				Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
-	NCER National (all schools)	188,040	7.2	94.0%	44.0%	-0.86	±0.03	94.0%	54.0%	-0.68	±0.03	94.0%	45.0%	-1.04	±0.03
-	LA (state-funded schools)	2,715	7.1	95.9%	42.4%	-1.22	±0.24	96.5%	51.5%	-1.02	±0.23	96.0%	40.5%	-1.49	±0.23
3505	Lincoln Bishop King CE Primary School	18	6.9	100.0%	55.6%	+0.87	±2.91	100.0%	66.7%	+0.64	±2.80	100.0%	55.6%	+1.36	±2.73

 Significantly above national average | 
  Significantly below national average

Analysis of the above data	Analysis of the above data	Analysis of the above data	Analysis of the above data
18 out of 23 PP pupils have KS1 data; these pupils are used for our progress measure	BK made +0.34 progress compared with national and Lincolnshire; both made negative progress	BK made +0.07 progress compared with national and Lincolnshire; both made negative progress	BK made +1.11 progress compared with national and Lincolnshire; both made negative progress

## Attendance

<b><u>Average Attendance</u>    <u>BK school – 4.9.22 – 21.7.23</u></b>			
<b>Year Group</b>	<b>Not Pupil Premium</b>	<b>Pupil Premium</b>	<b>Gap</b>
1	93.00%	93.05%	+0.5%
2	93.15%	92.78%	-0.37%
3	94.34%	93.56%	-0.78%
4	96.47%	93.03%	-3.44%
5	94.84%	91.94%	-2.90%
6	95.64%	94.41%	-1.23%

<b><u>Persistent absentees (90% or less)</u></b>		
<b>BK school</b>	<b>National</b>	<b>Gap</b>
16.22%	17.2%	+ 1%