

Bishop King C.E. Primary School: Pupil Premium Strategy Plan for 2019-2020



1. Summary information					
Academic Year	2019-2020	Total PP budget	£165,000	PP lead: C Gaskell/ H Wheatley	PP governor: Mr D Lennon/ A Andrews
Total no. of pupils	382	No. of pupils eligible for PP	124 (30%)	Date for next internal PP review	Spring 2020
2. Current attainment					
KS2 outcomes for 2018-2019:			BK pupils eligible for PP	BK pupils not eligible for PP (national average)	PP gap
% achieving expected standard, or above, in reading, writing and mathematics			33%	39% (64%)	-6%
% achieving expected standard, or above, in reading			43%	60% (75%)	-17%
% achieving expected standard, or above, in writing			76%	76% (76%)	+0%
% achieving expected standard, or above, in mathematics			52%	48% (78%)	+4%
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers:					
A	Pupils’ on-entry baselines are well below their chronological ages: <i>one-to-one ‘closing the gap’ strategies, focussed 1:1/ group support ‘in-class’</i>				
B	Percentage on track in ‘reading, writing, maths combined’ is well below national: <i>daily ‘closing the gap’ strategies, focus on reading and maths</i>				
C	Underachievement of white British boys at the end of KS2: <i>balance of boy/girl-friendly topics, 1:1/ group support ‘in-class’, LCFC role models, staff PP champions</i>				
D	High EAL: ‘New Arrivals/New to English’ pupils are unable to access whole curriculum: <i>Focus on basic topic vocabulary, 1:1 support in the classroom</i> : EAL parents unable to fully support their child’s learning and homework: <i>‘Conversation Club’ for parents, Year Ahead meetings, project with BG University</i>				
E	High mobility, particularly mid-year admissions and SEND: <i>‘closing the gap’ support, EAL support, SENDCo supporting in class</i>				
External barriers: <i>use of funding to address/ support barriers</i>					
F	Overall attendance for pupils eligible for PP (94.8% for 2018-2019) impacts on progress: <i>deploy Attendance officer</i>				
G	High number of safeguarding concerns: <i>Deploy Pastoral Team and Safeguarding officer</i>				
H	High deprivation and aspirational poverty (poor housing conditions, fewer opportunities outside of school): <i>school and residential visits, Breakfast Club, uniform, clubs</i>				
4. Desired outcomes					
	Desired outcomes and how they will be measured		Success criteria		
1	Early assessment informs gaps in learning, 1:1 support in classrooms		‘New to English/ EAL’ pupils make good progress in all subjects		
2	Accelerate progress of disadvantaged pupils		The PP gap has closed in Reading, Writing and Maths combined		
3	Improve attendance of disadvantaged pupils		The PP attendance gap is closed and in-line with national		

A. Pupils' on-entry baselines are well below their chronological ages: <i>one-to-one 'closing the gap' strategies, focussed 1:1/ group support 'in-class'</i> B. Percentage on track in 'reading, writing, maths combined' is well below national: <i>daily 'closing the gap' strategies, focus on reading and maths</i> C. Underachievement of white British boys at the end of KS2: <i>balance of boy/girl-friendly topics, 1:1/ group support 'in-class', LCFC role models, staff PP champions</i>						
Taken from SDP Priority One:	Lead	Resources	Timescale	Monitoring	Success Criteria	Evaluation
<ul style="list-style-type: none"> Teachers plan for, and provide, differentiation and challenge to meet the needs of all pupils 	T&L lead/ DHT	Phase Leadership time External moderation Pupil Progress Meetings £4,000 T & L Lead supporting class teachers £20,000	Daily	SLT: Book scrutiny, lesson obs Governor attend PPMs	<ul style="list-style-type: none"> Books show evidence of challenge and differentiation Evidence of challenge and differentiation in all subjects All subject/phase leaders have 'disadvantaged pupils' as a focus in their action plan All PP abilities are sufficiently challenged PPMs focus on disadvantaged 	January 2020: Intervention plans are in place from PPMs
<ul style="list-style-type: none"> Gaps in learning addressed in, and out of, the classroom (AfL) Adult PP champions for 1:1 reading and pastoral support, including LCFC role models Children have more exposure to reading assessment material 	DHT	Closing the Gap support staff £30,000	Daily Weekly Weekly	T&L lead Reading SLs	<ul style="list-style-type: none"> All PP pupils have a PP champion Pupils are more familiar with format of reading assessments PP progress is in-line with national at the end of the year Combined attainment at the end of KS1 and KS2 continues to improve The PP gap has narrowed in RWM combined 	January 2020: Y6 assessments (2018 papers) achieving at Expected+ in Reading: <ul style="list-style-type: none"> FSM: 63% Non-FSM: 56%
D. High EAL: 'New Arrivals/New to English' pupils are unable to access whole curriculum: <i>Focus on basic topic vocabulary, 1:1 support in the classroom, 'New to English' interventions</i> : EAL parents unable to fully support their child's learning and homework: <i>'Conversation Club' for parents, Year Ahead meetings, TESoL project with BG University</i> E. High mobility, particularly mid-year admissions and SEND: <i>'New to English'/EAL support, SENDCo supporting in class</i>						
<ul style="list-style-type: none"> 1:1/ group support for EAL/PP pupils in classrooms Topic related word banks highly visible in all learning areas 	EAL lead	EAL support staff £20,000	Daily	SLT Chair of Govs	EAL / PP pupils are accessing the curriculum EAL / PP pupils know, and understand, topic vocabulary N2E receive appropriate support to learn 'survival language' N2E are immersed in classroom environment	Topic vocabulary displayed as non-negotiable in science, history, geography, R.E and mathematics Next steps: PP governors monitor PP knowledge of vocabulary
<ul style="list-style-type: none"> Conversation Club for parents Year Ahead meetings BG support EY parents 	EAL lead	£500	Weekly Weekly Termly	SLT	PP/EAL parents have language skills, and knowledge, to support their child's learning Parents able to support their children with their homework	Average of 10 adults attending Conversation Club but not our parents Next steps: PSA 'rally' parents to attend Weekly homework club for Y3/4 pupils
Safeguarding assessments	LH	£5,000	On-going	DSL	Concerns identified early; addressed by Safeguarding Officer	
Children Missing in Education (CME) are followed up	LH			DSL	No children entering, or leaving, BK are unaccounted for	
Early assessment of PP SEND LENS review	NC	Ed Psych £2,000 SENDCo £5,000	Termly	SEND governor	All SEND children have their needs met Recommendations from LENS review are actioned	SENDCo weekly drop-ins. LENS review
F. Overall attendance for pupils eligible for PP (94.8% for 2018-2019) impacts on progress: <i>deploy Attendance officer and Parent Support Adviser</i>						
Monitoring of PP children's attendance and punctuality Attendance panel for highest PAs	LH	Attendance Officer Alarm clocks £10,000	Daily Termly	HT/ Chair of governors	PP attendance is at least in-line with national PP PP children arrive to school on time Attendance panel impacts on PA data	3.2.20: PP: 94.5% / non-PP: 94.3% LH continue to address lateness of pupils
Incentives for attendance	LH	Certificates £200	Annual	HT		

G. Significantly high number of safeguarding concerns: <i>Deploy Pastoral Team, Safeguarding officer and Parent Support Adviser</i>						
All concerns are reported to Safeguarding Officer	SO	£20,000	Daily	DSL	All staff know the procedures for any disclosures All concerns are recorded and acted upon. Children feel safe in school.	Jan 2020: 79 concern sheets submitted by staff since Sept 2019. 9 referrals to Children's Services: 7 opened, 2 Early Help supported by PSA and DDSL
H. High deprivation and aspirational poverty (poor housing conditions, fewer opportunities outside of school): <i>school visits and visitors, Breakfast Club, uniform, clubs, Cultural Capital checklists agreed</i>						
Social, emotional and learning support in the classrooms	Pastoral Team	£50,000 (includes EYPP)	Daily	DHT	All children have eaten breakfast and a substantial lunch All children are well clothed and shod There are few instances of bullying or exclusions Conduct and learning behaviours are good	Jan 2020: Several purchases of shoes / tights/ uniform items to support families
Daily Breakfast Club	Chef	Staffing £15,000 Provisions £2,000	Daily	HT	PP children are not left on their own in the mornings PP children have a healthy breakfast PP children are punctual and ready for learning	Monitored through: concern sheets, attendance analysis and home visits Next steps: analyse breakfast club for PP attendance
Educational visits and visitors	RC	£5,000	Termly	HT	Disadvantaged pupils don't miss out on curriculum activities	No children miss any opportunities
Teachers agree a Cultural Capital Checklist (CCC) CCC opportunities are planned for in curriculum	HW	£10,000	Feb 2020	Chair	All children have experiences that are outside their home environment	PDM: CCC checklist agreed for each phase
Total allocated to PP strategy plan:		£198,700				
Governor monitoring activities: - AA an DL meet with DHT: 28.2.2020						