

# Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Proportion (%) of pupil premium eligible pupils	29% = 118 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 2023/2024 2024/2025
Date this statement was published	27.9.22
Date on which it will be reviewed	3/11/22, 16/3/23 29/6/23
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	£162,619
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,125
<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	£177,744

## 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:

1. take responsibility for disadvantaged pupils' outcomes,
2. ensure they are supported emotionally and
3. 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	<ul style="list-style-type: none"> <li>Pupil anxiety due to school closures due to Covid-19.</li> <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 Reception through to 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</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> </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
All disadvantaged pupils will make good progress in Reading, Writing and Mathematics (SDP PRIORITY 1 and 2 )	<ul style="list-style-type: none"> <li>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.</li> <li>Pupil outcomes in Phonics will exceed national expectations at the end of each academic year.</li> </ul>
Pupils are emotionally ready for learning each day, feel safe in school and access a wide curriculum.	<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 ready for transition to new classes/ phases.</p> <p>Y6 pupils are ready for secondary school</p> <p>All safeguarding needs are met and families are appropriately 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 96% 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> </ul>

## Activity 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 in school at least twice a week</p> <p>EYFS lead release time</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>EEF research</p> <p>School data gap</p> <p>Better Communication Research programme (2012)</p>	2,5,6
<p>Phonics leadership time to monitor every day</p> <p>External moderation of PP children's attainment</p>	<p>School / local and national data</p> <p>EEF research</p>	
<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>EEF research</p> <p>School data gap</p>	2,5,6

Budgeted cost: £ 42,411

### 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
Phonics interventions	EEF research Phonics assessments and previous outcomes	2,4,6,7
School-led interventions in Reading, Writing and Maths	EEF research	2,5,6,7
All disadvantaged pupils are reading in school at least twice a week and are included in the reading incentive scheme.	EEF research	2,5,6,7

Budgeted cost: £ 37,411

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Pastoral leads to deliver staff training on managing pupil behaviour and well - being/ emotional health.</li> <li>Pastoral leads supporting small class groups in core subjects.</li> <li>Daily pupil check-ins</li> <li>Referrals to the pastoral team for individual / small group work required to meet pupils emotional well-being needs and behaviour.</li> <li>Attend Lunch time Lounge (LL)</li> <li>and Listening, Linking and Learning (LLL)</li> <li>All safeguarding concerns are acted on promptly and families receive appropriate support, including multi agencies.</li> </ul>	EEF research  Pupils' attendance impacts on performance.	1,8.9
<ul style="list-style-type: none"> <li>School visits subsidised.</li> <li>Uniform will be provided</li> <li>Breakfast club, sports clubs and extra- curricular activities</li> <li>Attendance officer:               <ul style="list-style-type: none"> <li>support families, home visits, telephone calls,</li> <li>monitors punctuality and persistent absentees</li> <li>purchase alarm clocks for families,</li> <li>attendance incentives</li> <li>regular meetings with families</li> </ul> </li> </ul>	EEF research Pupil's attendance and engagement in wider strategies impacts on pupil performance and success in school.	1, 3

Budgeted cost: £ 97.922

**Total budgeted cost: £ £97,922 + 42,411 + £ 37,411 = £177,744**

## 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 2021 to 2022 academic year.

**Attainment and Progress data:** Reception: 40% of Pupil Premium children gained GLD children.

Percentage of KS1 pupils that met national expectations	All pupils (56)	Pupil Premium (15 )	Gap
Reading	49%	53%	+4%
Writing	39%	40%	+1%
Mathematics	53	60%	+ 7%
Reading, Writing and Mathematics combined	35%	33%	-2 %
Percentage of pupils that made good or better progress from EYFS	Reading: 76% Writing: 70% Maths: 73%	Reading: 68% Writing: 63% Maths: 67%	-8% -13% -6%

Percentage of KS2 pupils that met national expectations	All pupils (53)	Pupil Premium (16)	Gap
Reading	65% (53%)	56%	-9%
Writing	58% (74%)	37%	-21%
Mathematics	65%	44%	-21%
Reading, Writing and Mathematics combined	56%	37%	19%
Percentage of pupils that made good or better progress from KS1	Reading: 97% Writing: 100% Maths: 100%	Reading: 100% Writing: 92% Maths: 92%	+3% -8% -8%

Attendance		
Non PP	PP	Gap
93.04%	90.43%	-2.61%

Persistent absentees		
BK school	National	Gap
19%	19%	0%