

# Pupil premium strategy statement 2021-2022: Reviewed

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	394
Proportion (%) of pupil premium eligible pupils	27% (105)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	17.12.21
Date on which it will be reviewed	30 <sup>th</sup> September 2022
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	£133,738
Recovery premium funding allocation this academic year	£12,038
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£44,896
<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	£190,672

## 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	<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</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
<ul style="list-style-type: none"> <li>• <b>SDP PRIORITY 1 and 2</b></li> <li>• All disadvantaged pupils will make good progress in Reading, Writing and Mathematics</li> <li>• </li> </ul>	<p>By the end of KS2 Reading, Writing and Maths data will show all disadvantaged pupils have made good progress.</p> <p>Pupil outcomes in Phonics will meet national results at the end of each academic year.</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>Y6 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.</li> <li>• </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> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £47,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading and Writing teaching and curriculum planning across the school is enhanced</p> <p>The funding of teacher release time to embed key strategies in school and to access English Hub resources and CPD</p>	EEF research	2,5,6

Continue to improve and sustain high quality teaching of Phonics across the school  The funding of teacher release time to embed key strategies in school and to access English Hub resources and CPD	EEF research	2,5,6
Maths teaching and curriculum planning is enhanced.  The funding of teacher release time to embed key strategies in school and to access Maths Hub resources and CPD	EEF research	2,5,6

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

Budgeted cost: £ 45,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  This will be delivered in collaboration with the English hub.	EEF research Targeted phonics interventions for identified pupils following improves reading outcomes at the end of KS2.	2,4,6,7
School-led interventions in Reading, Writing and Maths for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive interventions will be disadvantaged, including those who are high attainers.	EEF research Whole school interventions targeted at specific needs and knowledge gaps to support low attaining pupils or those falling behind, both one-to-one and in small groups.	2,5,6,7

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

Budgeted cost: £ 96.922

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral leads to deliver staff training on managing pupil behaviour and well-being/ emotional health.</p> <p>Daily pupil check-ins</p> <p>Referrals to the pastoral team for individual / small group work</p> <p>All safeguarding concerns are acted on promptly and families receive appropriate support, including multi agencies.</p>	<p>EEF research</p> <p>Pupils are safe and emotionally ready for learning each day.</p>	1,8.9
<p>All visits in and out of school will be funded, including residential visits.</p> <p>Pupils to attend breakfast club, sports clubs and extra- curricular activities</p> <p>Attendance officer appointed to lead and manage attendance;</p> <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> </ul>	<p>EEF research</p> <p>Pupil's attendance and engagement in wider strategies impacts on pupil performance and success in school.</p>	1, 3

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

£47,895

£45,855

£96,922

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£190.672

## 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 2020/21 to 2022 academic year.

Our assessment for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees.

#### **July 2022: Overall attendance data:**

##### **BK school**

Non PP	PP	Gap
93.04%	90.43%	-2.61%

These gaps continue to be a focus for this plan.

#### **Persistent absentees:**

BK school	National	Gap
19%	19%	0

Our observations show that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly evident for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to provide this with the activities detailed in this plan.

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

Percentage of KS1 pupils that met national expectations - by characteristics	All pupils 56 pupils	Pupil Premium 15 pupils	Gap
Reading	49% (46%)	53%	+4%
Writing	39% (52%)	40%	+1%
Mathematics	53% (54%)	60%	+ 7%

Reading, Writing and Mathematics combined	35% (46%)	33%	-2 %
<b><u>Progress for pupils with FS data:</u></b>	Reading: 76% Writing: 70% Maths: 73%	Reading: 68% Writing: 63% Maths: 67%	-8% -13% -6%
<b>Percentage of KS2 pupils that met national expectations - by characteristics</b>	<b>All pupils</b> 53 pupils	<b>Pupil Premium</b> 16 pupils	<b>Gap</b>
Reading	65% (53%)	56%	-9%
Writing	58% (74%)	37%	-21%
Mathematics	65% (49%)	44%	-21%
Reading, Writing and Mathematics combined	56% (36%)	37%	-20%
<b><u>Progress for pupils with KS1 data:</u></b>	Reading: 94% Writing: 98% Maths: 88%	Reading: 100% Writing: 92% Maths: 92%	Reading: +6% Writing: +6% Maths: +4%