

Bishop's Castle Primary School: Pupil Premium Strategy Statement

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's Castle
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	10th December 2021
Date on which it will be reviewed	8 th July 2022
Statement authorised by	Phil Poulton
Pupil premium lead	Andrew Barker
Governor / Trustee lead	Phil Poulton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,970
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39, 320

Part A: Pupil Premium Strategy Plan

Statement of intent

We believe that, first and foremost, our task is to equip every child with the skills they will need as the basis for a successful educational career and throughout their lives. We also believe, just as strongly, that this is best accomplished in an environment which understands the nature of childhood and which places great value on the Arts, on sport, on learning about, and enjoying, the world around us, we strive to build a community where the contribution of each individual is valued. Some children who are disadvantaged do not access learning readily, or enjoy a rich, cultural experience, or benefit from the advantages of other children in terms of academic support or ambition.

It is clear that, due to breaks in their school-based learning, disadvantaged children may have fallen behind their peers. Through our strategic planning, financed through the Pupil Premium Grant, we aim to build ambition, leave no-one behind, and develop the communication skills required to flourish in our community. We will support our parents and children in ensuring that the “basics” are catered for through interventions and quality-first teaching. As well as these aims, we remain committed, even in challenging times, to ensure that our children experience cultural enrichment so that they enter the next stage of their lives feeling confident about their place in our community and the wider world.

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills on entry to EYFS, and lack of access to higher order language and conversation.
2	Lack of early reading experiences, resulting in low success in reading, and weaker development of basic skills, phonic, handwriting and number.
3	Limited cultural opportunities and appreciation.
4	Attendance and, less significantly, behavioural challenges.

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
Due to quality-first teaching, good pupil progress and disadvantaged students keeping pace with their peers	End of year outcomes and progress against entry, in English and Maths.
To develop spoken language and communication skills.	Reading and writing to improve in line with peers, assessed through the EYFS profile, NELI, WELLCOMM and phonics checks; Language deficit on entry to EYFS does not inhibit progress and attainment in Reading or Writing. EYFS profile, NELI and
Through enrichment, for our children to have broader horizons and develop wider skills.	Attendance at clubs, enrichment visits.
To ensure that good attendance enables disadvantaged students to succeed.	Attendance of disadvantaged students to be at least in line with their peers.

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

Budgeted cost: £29,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-First Teaching through a reduction in class sizes, to particularly benefit disadvantaged & less able pupils, by teaching KS2 in 4 year groups for English and Maths (3 mornings). Introduction of new Phonics programme.	Limited evidence, but EEF suggests 2 months additional progress; and with small group tuition this can rise to 4 months additional progress (EFF).	1, 2

EYFS and KS1 pupil taught in 3 year groups for English, Maths & Phonics (2 mornings), with particular focus on disadvantaged students.	Strong evidence that good phonics teaching has a positive impact, especially upon disadvantaged pupils (EEF 5 months additional progress).	
Spoken Language Development: screen pupils in KS1 and lower KS2 using WELLCOMM and NELI; Train additional teaching and TA staff in NELI programme, and introduce up to Y4, where needed.	<p>Oral language development has a very high impact, based upon extensive research (EFF 6 months additional progress).</p> <p>Established and recognised tests can provide accurate signposting of strengths and weaknesses;</p> <p>TA interventions offer moderate impact, but with increased training this should become impactful (EFF 4 months additional progress).</p>	1, 2

Targeted academic support

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased effectiveness of structured interventions, with accurate identification through assessment systems;	No specific EEF research, but it is clear that delivering the appropriate type of support to a pupil is the most basic requirement.	1, 2
<p>Two additional teaching assistants qualified. Purchase, and train the teaching assistants in the use of, "Mathletics", a catch-up programme, to develop number and calculation fluency.</p> <p>Increase support hours to enable use of Mathletics as a before and after school intervention for disadvantaged pupils;</p> <p>Purchase, and train teaching assistants in the use of "Readiwriter",</p>	TA interventions offer moderate impact, but with increased training this should become impactful (EFF 4 months additional progress).	1, 2

<p>a catch-up programme, to develop reading and spelling.</p> <p>Increase support hours to enable use of Readwriter as a before and after school intervention for PP.</p>		
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Wider strategies

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural enrichment and raising aspirations - provide additional enrichment visits.</p> <p>Offer and subsidise initial music lessons and school visits for all disadvantaged pupils.</p> <p>Encourage attendance at After-School clubs</p>	<p>Though there is no evidence from the EFF regarding impact, it is clear that to fell part of our school, and the wider world, must contribute to developing our pupils as confident, ambitious young people.</p> <p>Arts participation has moderate impact, for low cost (EFF 3 months additional progress), and is central to our ethos as a school.</p> <p>This has moderate impact (EFF 3 months additional progress), with little research evidence; however, such clubs encourage attendance as a whole, as well as developing wider skills.</p>	3
<p>Enhanced Educational Welfare Service support, with rigorous follow up of all persistent or unauthorised absence</p>	<p>Attendance is central to achievement and progress of all students; however, historically, it our disadvantaged students whose attendance impacts most. Post-lockdown, this is even more the case. During this autumn term, the impact of Covid-related absence has reduced our attendance by approximately 3%.</p>	4

Total budgeted cost: £39,300

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 to 2021 academic year.

2020-21 Pupil premium Impact

A dedicated Pupil Premium Tutor who worked, in collaboration with teachers, meeting a wide range of pupil need, across the age range, was a key contact for disadvantaged pupil during a disrupted year. He signposted interventions and met with small groups of disadvantaged pupils.

His work typically involved language enrichment activities; individual or small group support for basic skills in Mathematics, Phonics, Reading and Writing; higher order discussion activities; broadening knowledge of the world.

The school Introduced early language support programmes, which did have some effect upon outcomes (see below)

There was targeted reading support before and after school hours, which was crucial post-lockdown.

The services of an EWO to follow up on attendance issues, especially relating to PP; however, due to national guidance, Covid-related absences were not subject to action. Despite this, attendance for all pupils for 2020/21 to date was 97.7%. for disadvantaged pupils was 96.5% (2 pupils had persistent absence); whole school attendance was 97.7%.

The percentage of our disadvantaged pupils who reached the expected standard in Reading, Writing and Mathematics was pleasing with all three students in Year 6 meeting the standard.

At the end of Key Stage 1, our disadvantaged pupils did not make the same rates of expected progress that their peers did in reading, Writing and Mathematics.

In terms of phonics, our disadvantaged students in Year 1 reached the same standard as their peers in school, whilst in Year 2 the figure was 50% compared to 71%.

Finally, in the EYFS, 60% of our disadvantaged pupils, out of a cohort of 5 pupils, reached a Good Level of Development, which was better than their in-school peers.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	NA
NA	NA

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA