

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 Ridley C of E Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	6.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	15 th December 2021
Date on which it will be reviewed	17 th July 2022
Statement authorised by	Stuart Keep
Pupil premium lead	Perry Catchpole
Governor / Trustee lead	Debbie Haughton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£41,430

Part A: Pupil premium strategy plan

Statement of intent

At Bishop Ridley C of E Primary School, we understand that every child is unique and special and aim to provide the best education possible to help all of our children to reach their full potential, regardless of their background or need. All members of our community are committed to meeting the pastoral, social and academic needs of our most vulnerable pupils, in an effort to close the gaps between these children and their non-disadvantaged peers.

Through the use of the Pupil Premium, we aim to support our disadvantaged pupils academically, through the use of 1:1 support and small group tuition. We also have a focus on reading throughout the school and each child who is eligible for Pupil Premium automatically becomes a member of our Jungle Oasis, which is updated with new and exciting books each year to encourage independent reading. We also support the children to become well-rounded individuals, who are confident and have high aspirations in life. We do this by working alongside external companies such as the Wizard Theatre and Challenger Troop. Finally, we aim to create stronger links with our disadvantaged families through parent coffee mornings, parent training sessions and through our Family Liaison Officer.

Challenges

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

Challenge number	Detail of challenge
1	The gap between Pupil Premium children and their non-disadvantaged peers exists in every year group, especially for reading and writing.
2	At the end of the summer term 2021, 52% of our Pupil Premium children had a reading age that was lower than their chronological age (48% of which was more than one year below).
3	Class teachers report that over half of our Pupil Premium children do not get much support at home and many do not read at home or learn their spellings.
4	32% of our Pupil Premium children feel that they lack confidence and teachers feel that they have low self-esteem or low aspirations for the future.
5	28% of our Pupil Premium children have issues regarding low motivation, poor behaviour or a lack of focus in class.

6	Pupil Premium children's attendance is currently 6% lower than their non-disadvantaged peers.
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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
The gap between disadvantaged pupils and their peers will have started to close in reading and writing.	*There will be no more than a 30% difference between disadvantaged and non-disadvantaged pupils working at the expected standard (or above) at the end of KS1 *There will be no more than a 20% difference between disadvantaged and non-disadvantaged pupils working at the expected standard (or above) at the end of KS2 *All Pupil Premium children will have improved their reading ages by at least one year by the end of this academic year.
Pupils will feel more confident, have a better self-esteem and feel that they can concentrate better in class.	*Pupil voice surveys at the end of the year indicate that pupils are feeling more confident than they were at the start of the year. *Staff surveys indicate that pupils are more confident to join in in class discussions.
Pupil Premium children's attendance will improve.	*Pupil Premium children's attendance will be broadly in line with their non-disadvantaged peers *Pupil Premium children's attendance will be at least 95%

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: £8,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Training for teachers, support staff and parent volunteers	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged background (EEF Toolkit).	1, 2, 3, 5
Additional adult support in Year 6 for morning sessions.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year (EEF Toolkit)	1, 2, 3, 5

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

Budgeted cost: £16,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tutoring	Small group tuition has an average impact of four months' additional progress over the course of a year (EEF Toolkit)	1, 2, 3, 4, 5
1:1 Support	Evidence indicates that one to one tuition can be effective, providing five additional months' progress on average (EEF Toolkit)	1, 2, 3, 4, 5
Clicker8 Resources and Training	Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports	1, 3

	children struggling with aspects of literacy (EEF Guidance Report)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wizard Theatre	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional 3 months progress. Improved outcomes have been identified in English, mathematics and science. There is intrinsic value in teaching pupils' creative and performance skills in ensuring disadvantaged pupils access a rich and stimulating arts education (EEF Toolkit)	1, 4, 5
Challenger Troop	According to an impact evaluation report produced by the University of Brighton, "Challenger Troop courses enable pupils to develop self-assurance, respect, grit, resilience and life-skills". Key findings showed that: 72% of pupils improved their management of behaviour 64% made positive changes in self-awareness and confidence 61% demonstrated a better approach to learning. Fewer unauthorised absences were recorded and over 31% of pupils self-reported that their attendance had improved.	4, 5, 6
EWO	Pupils with no absence are 1.3 times more likely to achieve level 4 (expected) or above and 3.1 times more like to achieve level 5 (greater depth) than pupils who missed 10 to 15% of all sessions (DfE, 2016)	3, 6

Swimming	All pupils leaving primary school are able to meet the national curriculum minimum standard of capability and confidence in swimming and safe self-rescue (The National Swim Group, 2016)	3, 4, 5
New books for Jungle Oasis	“Having access to resources and having books of their own has an impact on children’s attainment. There is a positive relationship between the estimated number of books in the home and attainment” – Setting the Baseline: The National Literacy Trust’s first annual survey into reading (Clark, 2011)	1, 2, 3
Book Vending Machine		1, 2, 3
Individual funding (Parents to receive £100 per child to spend on uniform or curriculum enrichment opportunities)	The average impact of the parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment (EEF Toolkit)	4, 5

Total budgeted cost: £ 37,750

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than their non-disadvantaged peers.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit fully from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Throughout the national lockdowns, senior leaders, teachers and teaching assistants maintained frequent contact with the children and families with specific emphasis on our disadvantaged and vulnerable children and families.

Specific families were loaned laptops and wireless hotspots where IT hardware was unavailable for the children to complete their work. Children within vulnerable families were also invited in to complete in-school learning within bubbles.

Our assessments and observations indicated that pupil wellbeing and mental health were heavily impacted last year, primarily due to COVID-19-related issues. We are continuing to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

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
SPAG.com	SPAG.com
Numbots	Maths Circle

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.