

Pupil premium strategy statement – Bishop Ridley C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	5.6%
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	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Stuart Keep (Headteacher)
Pupil premium lead	Perry Catchpole (Deputy Headteacher)
Governor lead	Debbie Haughton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,809
Recovery premium funding allocation this academic year	£4,205
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£45,014

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 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.

Each year, we survey pupils and staff to ascertain the challenges faced by our vulnerable pupils, and set out clear strategies, as outlined in this document, to support and overcome these barriers.

Through the use of the Pupil Premium, we aim to support our disadvantaged pupils academically, through high-quality teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit all pupils within the school. We also work alongside the National Tutoring Programme to ensure that all Pupil Premium children receive small group or 1:1 tuition. It is our continued focus to improve outcomes for our Pupil Premium children so that when they leave Bishop Ridley in Year 6, their attainment is broadly in line with their non-disadvantaged peers.

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.

Challenges

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

Challenge number	Detail of challenge
1	Data analysis and Pupil Progress Meetings reveal that the gap between Pupil Premium children and their non-disadvantaged peers exists in every year group, particularly 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. 36% of our Pupil Premium children acknowledge that they rarely hand in their homework on time and 23% say that they do not receive adult support with their homework.
4	In a pupil survey undertaken in October 2022, 23% 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	According to a staff survey in September 2021, 28% of our Pupil Premium children have issues regarding low motivation, poor behaviour or a lack of focus in class.
6	At the end of the 2021-2022 academic year, attendance for Pupil Premium children was 3% lower than their non-disadvantaged peers.

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
To improve reading attainment for disadvantaged pupils at the end of KS2.	By the end of the 2024/2025 academic year, disadvantaged pupils' attainment in reading is broadly in line with their non-disadvantaged peers (no more than 10% below) All disadvantaged pupils will improve their reading ages so that they are in line with their chronological age (no more than 6 months behind).
To Improve writing attainment for disadvantaged pupils at the end of KS2.	By the end of the 2024/2025 academic year, disadvantaged pupils' attainment in writing is broadly in line with their non-disadvantaged peers (no more than 10% below)
To improve confidence and self-esteem for disadvantaged pupils.	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 class discussions.
To improve attendance for all pupils, particularly those who are disadvantaged.	By the end of the 2024/2025 academic year, overall attendance will be at least 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is no more than 2%. The percentage of disadvantaged pupils who are persistently absent is below 10%.

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: £17,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching through continued professional development.	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)	1, 2
Recruitment of additional teaching assistants in lower Key Stage 2.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1,2, 3, 5

	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average (EEF Teaching and Learning Toolkit: Teaching Assistant Interventions).	
Enhancement of English and maths teaching and curriculum by funding subject leader release time to work with local hubs.	Planning effectively for Literacy and Maths across KS1 and 2 is key for children's attainment. Guidance will be taken from: • EEF Improving Literacy in Key Stage 1 • EEF Improving Literacy in Key Stage 2 • EEF Improving Mathematics in the Early Years and Key Stage 1 • EEF Improving Mathematics in Key Stages 2 and 3	1, 2
Use of standardised diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2

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

Budgeted cost: £8,241

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	1, 2, 3, 4, 5

1:1 and small group tuition for all disadvantaged pupils.	attaining pupils or those falling behind, both one-to-one: EEF Teaching and Learning Toolkit: One to One Tuition And in small groups: EEF Teaching and Learning Toolkit: Small Group Tuition	
Training EYFS staff to deliver the Nuffield Early Language Intervention.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. EEF Teaching and Learning Toolkit: Oral Language Interventions	1, 2, 5
Purchase of an online programme to improve spelling for disadvantaged pupils	Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency EEF Improving Literacy in Key Stage 2	1, 3, 5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work alongside local authority Education Welfare Officer to improve attendance.	DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE Guidance – Improving School Attendance: Support for Schools and Local Authorities	1, 6
Engaging with Drama company to improve pupils' confidence and self-esteem	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.	1, 4, 5

	There is intrinsic value in teaching pupils' creative and performance skills in ensuring disadvantaged pupils access a rich and stimulating arts education EEF Teaching and Learning Toolkit: Arts Participation	
Engaging with external companies to increase the frequency of physical activity undertaken by disadvantaged pupils.	Physical activity has important benefits in terms of health, wellbeing and physical development. There is a small positive impact of physical activity on academic attainment (+1 month) There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. EEF Teaching and Learning Toolkit: Physical Activity	4, 5, 6
Set up a weekly homework club to support disadvantaged pupils.	Homework has a positive impact on average... Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported EEF Teaching and Learning Toolkit: Homework	1, 3, 4, 5
Purchasing high-quality texts for the school vending machine to encourage home reading. Encouraging home reading by accessing an e-library of for EYFS and KS1, matched to their current level of skill in terms of phonetic awareness.	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 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 backgrounds EEF Teaching and Learning Toolkit: Phonics	1, 2, 3

Total budgeted cost: £37,645

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of the 2021-2022 academic year, the following results were achieved:

By the end of Key Stage 1

- 100% of disadvantaged pupils achieved the expected standard in reading, compared to 74.5% of their non-disadvantaged peers.
- 100% of disadvantaged pupils achieved the expected standard in writing, compared to 70.6% of their non-disadvantaged peers.
- 100% of disadvantaged pupils achieved the expected standard in maths, compared to 64.9% of their non-disadvantaged peers.

By the end of Key Stage 2

- 83.3% of disadvantaged pupils achieved the expected standard in reading, compared to 89.3% of their non-disadvantaged peers (6% difference)
- 66.7% of disadvantaged pupils achieved the expected standard in writing, compared to 78.6% of their non-disadvantaged peers (11.9% difference)
- 66.7% of disadvantaged pupils achieved the expected standard in maths, compared to 82.5% of their non-disadvantaged peers (15.8% difference)

At the end of the summer term 2021, 52% of our disadvantaged children had a reading age that was lower than their chronological age.

By the end of the summer term 2022:

- 64% of our Pupil Premium children had a reading age higher than their chronological age.
- 63.2% of disadvantaged pupils' reading ages improved by at least one year during the 2021-2022 academic year.

Pupil voice surveys were completed throughout the year following provisions such as Challenger Troop and Wizard Theatre:

- After Challenger Troop, 100% of pupils believed that the course helped them to feel more confident and 92% felt it had helped them improve their focus inside the classroom.
- Following Wizard Theatre, 93% said they felt it improved their confidence and 93% said they felt braver to try new things.

In a staff survey completed at the end of May 2022, staff indicated that 77% of disadvantaged children had grown in confidence since the start of the academic year and many staff attributed this to Challenger Troop and Wizard Theatre.

At the end of the 2021-2022 academic year, disadvantaged pupils' attendance averaged at 92.7%, compared to 95% of their non-disadvantaged peers.

The gap has reduced to 2.3%, compared to 6% at the end of the 2020-2021 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Power of Drama	Wizard Theatre
Tiger Troop Programme	Challenger Troop