

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	394
Number of pupils eligible for Pupil Premium	29
Proportion (%) of pupil premium eligible pupils	7.4%
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	November 2023
Date on which it will be reviewed	July 2024
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	£37,830
Recovery premium funding allocation this academic year	£4,060
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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.</i>	£5,336
Total budget for this academic year	£47,226

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. By October 2023, 25% of children said they did not regularly hand in their homework on time and 21% said they did 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. By the end of the 2022-2023 academic year, this gap had widened to 8%.

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 2023-2024 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 2023-2024 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 2023-2024 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: £9,112

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
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.	1, 2, 5

	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	
Training new staff to deliver Little Wandle phonics and reading sessions.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3
Senior mental health lead training to promote the teaching of social and emotional learning across the school.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
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: £19,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring sessions through the	Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 2, 3

National Tutoring Programme.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Recruitment of additional teaching assistants in 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. 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).	1, 2, 3, 5
Running an after-school homework club to provide 1:1 and small group tuition for all disadvantaged pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low 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	1, 2, 3, 4, 5

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

Budgeted cost: £17,285

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 Wizard Theatre drama company to improve	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an	1, 4, 5

pupils' confidence and self-esteem.	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 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
Purchasing high-quality texts for the school vending machine to encourage home reading.	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	1, 2, 3
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.	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: £46,207

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of the 2022-2023 academic year, the following results were achieved:

By the end of Key Stage 1

- 50% of disadvantaged pupils achieved the expected standard in reading and writing.
- None of the 5 children in receipt of Pupil Premium achieved the expected standard in maths.

By the end of Key Stage 2

- 100% of our disadvantaged pupils achieved the expected standard in reading, writing and maths.
- 33% of pupils in receipt of Pupil Premium also achieved greater depth in reading, writing and maths.

By the beginning of the autumn term 2023, 22% of our disadvantaged children had a reading age that was lower than their chronological, compared to the 52% at the end of the 2021 academic year and the 36% at the end of the 2022 academic year.

At the beginning of the 2023-2024 academic year,

- 74% of our Pupil Premium children had a reading age higher than their chronological age.
- 40% of our Pupil Premium children had a reading age more than one year above their chronological age.

28% of our Pupil Premium children now attend homework club on a weekly basis, and this has had a positive impact as they receive more support in these sessions. Pupils have the opportunity to read to an adult, practise their spellings or times tables and also complete their weekly maths or English homework.

With the exception of 1 child, all children in receipt of the Pupil Premium funding took part in the Wizard Theatre 6-week drama programme last year. Pupils were surveyed after the workshops and 90% said that they felt more confident after performing with other people and 80% said that they felt braver to try new things.

Unfortunately, the gap between the attendance of the Pupil Premium children and their peers grew again last year and ended the year at 8% lower. 16% of our Pupil Premium families were referred to the Education Welfare Officer regarding their attendance.

There were a range of attendance initiatives set up last year, including the Summer Stars Challenge, however, while this did have a positive impact on the school attendance overall, the average attendance for Pupil Premium children continued to

fall and just over half of our disadvantaged pupils ended the year with attendance under 90%.

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