

# Bishop Loveday C.E. Primary School - Pupil premium strategy statement

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	389
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25 <b>2022-2023</b>
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Dee Loader
Pupil premium lead	Cathy Stafford
Governor / Trustee lead	Rob Douglas

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,145
Recovery premium funding allocation this academic year	£6,525
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>	£0
<b>Total budget for this academic year</b> <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>	£71,670

## Part A: Pupil premium strategy plan

### Statement of intent

Our vision is to be kind, be honest and have courage to live 'life in all its fullness' (John 10:10), which ensures pupils and adults experience growth and have a sense of self-worth, the confidence to be who they are and the resilience to persevere and overcome challenges. We aim for all members of our school community to feel inspired and be inspiring, making a positive contribution to the life of others.

Children explore the world around them; ask questions, solve problems and find answers. Children have an extensive range of life experiences that provide opportunities for them to become confident and independent young people, who thrive on challenge, and are motivated to learn, equipping them to be a lifelong learner and empowering them to achieve success in the future.

Our curriculum is designed to ensure all pupils benefit from learning opportunities that offer a rich set of experiences and that build on cultural capital. Putting the children at the forefront of our thinking and striving to remove the barriers to learning and living life in all its fullness.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged children and particularly with those in EYFS.
2	Registration data, observations and discussions (including teacher and pupil voice) indicate that punctuality ('ready to learn') and absence issues are having an impact on focus, engagement and participation with lessons for many disadvantaged children.
3	Our discussions with pupils and families have identified social and emotional issues for many pupils (and their families), notably impacting mental health and well-being following school closures. These challenges particularly affect our disadvantaged pupils, including their attainment. 45% of these families are supported regularly for the child (or their family's) welfare.
4	Our assessment data (informed by formal and teacher assessment) indicate that reading attainment among disadvantaged pupils is significantly below in most year groups (Y1 80% on track or above, Y2 83% on track or above,

	Y3 67% on track or above, Y4 50% on track or above, Y5 59% on track or above, Y6 30% on track or above)
5	Our assessment data (informed by formal and teacher assessment) indicate that writing attainment among disadvantaged pupils is significantly below in most year groups (Y1 80% on track or above, Y2 17% on track or above, Y3 42% on track or above, Y4 50% on track or above, Y5 33% on track or above and Y6 20% on track or above)
6	Our assessment data (informed by formal and teacher assessment) indicate that maths attainment among disadvantaged pupils is significantly below in most year groups (Y1 80% on track or above, Y2 50% on track or above, Y3 41% on track or above, Y4 25% % on track or above, Y5 41% on track or above and Y6 40% on track or above)

## 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
Improve language and communication skills	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evident through evaluation of engagement in lessons, assessments, observations and discussions.
All children are in class on time and are ready and equipped to learn	% of late arrivals will be reduced with an increased attendance to breakfast club. Observations and discussions (including teacher and pupil voice) will demonstrate greater focus, engagement and participation within lessons.
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2045 observed and discussed including from parent, teacher and pupil voice and by an increase in participation to enrichment activities, particularly among our disadvantaged.
Improved reading attainment outcomes for disadvantaged pupils	KS2 reading outcomes are within the parameters of national standard (2019 national standard 73%)
Improved writing attainment outcomes for disadvantaged pupils	KS2 writing outcomes are within the parameters of national standard (2019 national standard 78%)
Improved maths attainment outcomes for disadvantaged pupils	KS2 maths outcomes are within the parameters of national standard (2019 national standard 79%)

## 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: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The best available evidence indicates that quality-first teaching is the most effective strategy to improve pupil outcomes. It is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Embedding metacognition and self-regulation activities and increase teacher understanding and skills to develop their pupils' metacognitive knowledge.</p> <p>Fund ongoing teacher training and</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	<p>1, 3, 4, 5, 6</p>

<p>release time (including new members of staff/ ECT).</p>		
<p>The best available evidence indicates that quality-first teaching is the most effective strategy to improve pupil outcomes. It is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Effective professional development is a core part of securing effective teaching. It requires a desire and willingness to continually improve with a shared commitment for teachers to support one another to develop so that our students benefit from the highest quality teaching. Fund ongoing teacher training and release time (including</p>	<p><a href="http://tdtrust.org">Developing Great Teaching - Teacher Development Trust (tdtrust.org)</a>  Schools and school leaders must focus on selecting and engaging with professional development opportunities that have been designed in line with effective delivery and content models. The review highlighted several design features in the delivery of a professional development programme (appropriate duration; rhythm; designing for participants' needs; creating a shared sense of purpose; and alignment across various activities) that make it more likely it will have a lasting impact on teacher practice and student outcomes.</p>	<p>1, 3, 4, 5, 6</p>

<p>new members of staff/ ECT).</p>		
<p>Embed strategies for trauma support within training. These strategies are beneficial to all children who have experienced challenging situations within their life and not just looked after children.</p> <p>Fund attendance to headteacher mini conference for trauma informed schools, teacher training and release time (including new members of staff/ ECT).</p>	<p><a href="#">Attachment Research Community Call to action document.pdf</a></p> <p>To be able to learn, all children need to feel safe, in a calm, orderly positive environment. More than ever, all children, young people and adults in schools, and especially the most vulnerable, will need support to recover their sense of well-being and rebuild trusting relationships in order that they thrive.</p>	<p>2, 3</p>
<p>Embed a collective culture of inclusion and an understanding of disadvantage as well as a commitment to addressing disadvantage across the school.</p> <p>Pupil Premium lead training and teacher training and release time</p>	<p><a href="#">Addressing Educational Disadvantage in...   Unity Research School</a></p> <p>Inequality impacts on pupils' learning over time. It is a process, not an event, and affects every individual differently. But we are not powerless with this, and nor should we be indifferent. Inclusive teaching and learning can change lives, and every interaction matters. Every interaction with our disadvantaged pupils and their families has the power to bring about positive change. In the Essex strategy, we have set out a structured way to address educational inequality, with the ambition that every pupil, irrespective of background, feels like they belong. This applies in our Early Years' settings, and in our special, alternative, primary, secondary schools and colleges. <i>Marc Rowland</i></p>	<p>2, 3</p>

(including new members of staff/ ECT). Challenging Education: Thinking Differently (access to modules previously purchased)		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral Language Intervention (Autism) commentary and play; language; descriptive commentary and including resources to support this.</p> <p>Purchase resources and teacher training (including new members of staff/ ECT) and release time.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Education Endowment Foundation   EEF</a></p> <p>Weak Language and Communication skills. All children were not on track when they arrived in September which means they are unlikely to have the vocabulary to reflect their experience within the setting.</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds</p>	1, 4, 5, 6
<p>Small group tuition led by teacher for all PP children in KS2 (more than one in classes with higher need)</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely</p>	1, 4, 5, 6

	<p>matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
<p>Resources for mastery maths and interventions to embed mathematic vocabulary and a secure understanding of concepts and providing greater depth of problem-solving skills.</p> <p>Gap analysis intervention to target gaps in knowledge and skills providing resources to support the individual needs of children.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p>	1, 6
<p>Provide phonics resources to support teaching of phonics for all pupils with additional support targeted at pupils at those identified as having relatively low spoken language.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	1, 4, 5, 6
<p>Provide pupils with the opportunity to choose new reading books and participate in a whole-school 'book swap' event. Continue to promote our passion for books and reading.</p>	<p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424227/reading_for_pleasure.pdf">reading for pleasure.pdf (publishing.service.gov.uk)</a></p> <p>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 (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011). An important factor in developing reading for pleasure is</p>	1, 2, 4, 5



	choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008)	
Provide curriculum resources to ensure a rich set of learning experiences and to complement a challenging and inspiring curriculum. Ensure that pupils have an extensive range of life experiences that provide opportunities for them to become confident and independent young people who are motivated to learn.	<a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Use_and_perceptions_of_curriculum_support_resources_in_schools.pdf">Use and perceptions of curriculum support resources in schools (publishing.service.gov.uk)</a> One type of curriculum resource that appeared to be specific to primary schools was practical/hands-on, tactile resources such as building blocks, 3D shapes, and 38 construction toys. These were felt to be useful both by teachers and SLT members to provide immediate engagement and interaction with a topic among pupils, as well as skills development. In addition, primary school teachers mentioned arranging trips and interactive activities to spark interest and enable pupils to connect directly with a theme or topic.	1, 3, 4, 5, 6

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

Budgeted cost: £ 53,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for all pupils and families to reduce barriers to learning and ensure access to the wider curriculum, extra-curricular activities and support well-being.  Employment of welfare team who have a consistent role in the lives of all pupils through their primary experience with us. Our welfare officer supports and liaises with parents, teachers, external professionals and our senior leadership team to facilitate	<a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf">Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk)</a> Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils and students, by developing approaches tailored to the particular needs of their pupils and students; providing good education, supported by high-quality pastoral care, to enable their pupils and students to develop into resilient adults with good mental health. This includes making sure that pupils and students know how to keep physically and mentally healthy, promoting the welfare of their pupils and students, which includes preventing impairment of children's health or development and taking action to enable all children to have the best outcomes.	1, 2, 3, 4, 5, 6

<p>strategies to meet the individual needs of our children. These challenges particularly affect our disadvantaged pupils, including their attainment. 45% of these families are supported regularly for pupil/family welfare.</p>	<p><a href="#">The Relationship between Children's Wellbeing and their Educational Outcomes (publishing.service.gov.uk)</a></p> <p>These findings suggest that emotional wellbeing is an important factor for the academic achievement of younger children. Children with better emotional wellbeing have higher academic progression from Key Stage 1 to Key Stage 2, even when other dimensions of wellbeing are taken into account.</p>	
<p>Provision of breakfast club, homework club and after school care in order to ensure pupils have eaten breakfast and/or dinner. Provide access to extra-curricular activities and resources including adult and peer support with homework and/or play.</p>	<p><a href="#">Report template long (nuffieldfoundation.org)</a></p> <p>Taking part in after school clubs was thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.</p> <p><a href="#">Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS</a></p> <p><a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF). The evaluators reported that the pupils' concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who actually attend, by creating better classroom environments.</p>	<p>1, 2, 3,</p>
<p>To provide children with essential experiences through forest school which build confidence, social skills, language and communication, motivation, concentration, physical skills as well</p>	<p><a href="#">untitled (forestresearch.gov.uk)</a></p> <p>Frequent and regular sessions One of the key elements that sets Forest School apart from many other approaches to outdoor learning is that the children attend on a regular basis (e.g. one afternoon/morning per week or fortnight) and over an extended period of time (e.g. twelve months or more during school term). In this way they gain benefits that could not be achieved in only a</p>	<p>1, 3, 4</p>

<p>as knowledge and understanding.</p>	<p>few isolated sessions as it allows children to develop a sense of ownership of the wood and feel comfortable and more relaxed in it. The extended contact also allows children to become more observant about the physical environment and experience the changing seasons.</p>	
<p>To ensure that all disadvantaged pupils have access to clubs that they have an interest in and that barriers that may prevent them from applying or attending clubs are removed.</p> <p>To provide a wide-range of clubs to engage and interest all pupils. Fund non-teaching staff to provide clubs outside of school hours.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p>	<p>1, 3, 4</p>
<p>To ensure that all children have access to the unique experiences that residential and school trips provide and that barriers that may prevent them from applying or participating are removed.</p>	<p><a href="#">Evaluating Learning Away - Learning Away</a></p> <p>Research conducted by Learning Away found that residential trips are critical in the development of primary and secondary students. They lead to improved relationships, development of important skills, improved achievement and progress and a greater sense of belonging. Students are exposed to new opportunities for success, new ways of learning and are challenged to reach their full potential.</p> <p><a href="https://lotc.org.uk">Research   Council for Learning Outside the Classroom (lotc.org.uk)</a></p> <p>There is an abundance of research that suggests good quality learning outside the classroom adds significant value to young people's learning. It provides a context for accumulating integrated and subject based knowledge and for developing key skills.</p>	<p>1, 3</p>

**Total budgeted cost: £ 72,000**

*(Total planned expenditure is £330 over the budget)*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments during 2021/2022 (informed by formal and teacher assessment) indicate that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in reading, writing and maths. The difference between the attainment of disadvantaged pupils (Reading: Y1 80% on track or above, Y2 83% on track or above, Y3 67% on track or above, Y4 50% on track or above, Y5 59% on track or above, Y6 30% on track or above. Writing: Y1 80% on track or above, Y2 17% on track or above, Y3 42% on track or above, Y4 50% on track or above, Y5 33% on track or above and Y6 20% on track or above. Maths: Y1 80% on track or above, Y2 50% on track or above, Y3 41% on track or above, Y4 25% % on track or above, Y5 41% on track or above and Y6 40% on track or above) and non-disadvantaged pupils (Reading: 77% on track or above, Y2 85% on track or above, Y3 76% % on track or above, Y4 74% on track or above, Y5 84% on track or above and Y6 83% on track or above. Writing: Y1 71% on track or above, Y2 65% on track or above, Y3 63% on track or above, Y4 55% on track or above, Y5 70% on track or above and Y6 87% on track or above. Maths: Y1 79% on track or above, Y2 74% on track or above, Y3 74% on track or above, Y4 68% on track or above, Y5 70% on track or above and Y6 74% on track or above) generally widened in KS2.

Our assessment of these outcomes point to the sustained impact of the Covid-19 in which disrupted all subject areas and this has been most detrimental to our disadvantaged pupils. The leadership team have been involved in all pupil progress meetings to review the progress and attainment of children and to evaluate the strategies and interventions used to support them. Staff and child absence due to high levels of Covid-19 during this year has however had a significant impact on interventions.

Our welfare team has increased which has allowed increased support and facilitation of additional strategies where barriers to learning and well-being have been identified, ensuring that our most vulnerable and disadvantaged pupils (and their families) have been supported. Our welfare team work closely with teachers, parents, support staff and leadership team to provide support for children to engage in learning; access to therapeutic mentoring; support for parents including leading EHAs; support at TAFs; 1:1 meeting support; telephone support; advice and facilitation of access to charities, advice, external professionals; as well as consistency throughout our pupils' primary school journey. As external agency support across the country has been significantly reduced, this role has been primarily filled by our welfare team.

Our observations and discussions have shown that the increased provision (identified through pupil voice) and support to access extra-curricular activities have had a positive impact on our pupils' (particularly our disadvantaged pupils and their families)

well-being and cultural capital. We were also able to support many families to apply for funded music lessons which has provided them with access to regular lessons.

Monitoring, observations and discussions have shown an increased understanding of supporting children who have experienced challenging situations and the use of Zones of Regulation has been implemented across the school. Monitoring, discussions and observations have shown inclusive and quality first teaching across the school and the implementation of strategies to identify and remove barriers both within the classroom and within the wider school environment.

Monitoring and discussions have shown that new iPads are being used across the school to enrich all subject areas and to access applications to improve and support pupil learning.

## 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
Maths 1:1 tutoring	Third Space Learning

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Our welfare officer and premium lead monitored the emotional well-being and academic achievement of our service pupils and liaised with class teachers. After school tuition was provided where appropriate to support progress and confidence in identified subjects.

### **The impact of that spending on service pupil premium eligible pupils**

Service pupils that attended additional tuition demonstrated increased confidence in the subject areas that were provided.

## 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.*