

# Bishop Bridgeman C.E. Primary School Pupil Premium Strategy

Summary information									
<b>School</b>	Bishop Bridgeman C.E. Primary School								
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£ 182,368.00	<b>Date</b>	September 2020				
<b>Total number of pupils</b>	472	<b>Pupils eligible for PP</b>	132	<b>73 Boys PP</b>	70	<b>65 Girls PP</b>	62	<b>SEN PP</b>	14
								<b>SEN EHCP</b>	1
Current attainment									
			<i>Pupils eligible for PP (school) KS2 2019</i>			<i>Pupils not eligible for PP (national average)</i>			
<b>% achieving expected standard or above in reading, writing &amp; maths</b>			77% (GDS 14%)			71% (GDS 13%)			
<b>% making expected progress in reading (as measured in the school)</b>			+2.23			+0.3			
<b>% making expected progress in writing (as measured in the school)</b>			+0.8			+0.2			
<b>% making expected progress in mathematics (as measured in the school)</b>			+5.65			+0.3			
Barriers to future attainment									
Academic barriers									
<b>A.</b>	Children's limited language and levels of oracy on entry to school.								
<b>B.</b>	Pupils limited aspirations								
<b>C.</b>	Securing basic skills in writing particularly with sentence composition and spelling.								
<b>D.</b>	Poor social and emotional skills								
Additional barriers <i>(issues which also require action outside school)</i>									
<b>E.</b>	Lack of parental engagement and support from home								
<b>F.</b>	Levels of skills from parents in supporting their child at home e.g. reading etc								
Intended outcomes									
<b>A.</b>	To increase pupil premium pupils' attainment in phonics at end of Year 1. (2019 85% 2/4 children nat 82%)								
<b>B.</b>	To continue to increase the number of pupil premium children able to write at the expected standard at end of key stage one and two. (KS1 sch 74% nat 69% KS2 sch - 82% nat 78%)								

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<b>C.</b>	Increase the number of pupil premium children able to reach the higher standards in reading at the end of key stage one and two. (KS1 sch 13% nat 25% KS2 sch 27% nat 36%)
<b>D.</b>	To increase overall attainment for pupil premium children at the higher standards, so that the percentage of pupils for reading, writing and maths at the higher standard is maintained to be close to national expectations. (sch 14% nat 11%)

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Success Criteria				
Criteria	Evidence	Autumn evaluation	Spring Evaluation	Summer Evaluation
Percentage of disadvantaged pupils meeting expected standard in phonic screen check to be at least in line with national figures of 84% after impact of closure for Covid. (school 2019 85%).	Internal data Mock phonic screens Phonic screen check IDSR/ASP/SPS Pupil progress meetings	11% of children who are identified as disadvantaged on track for phonic screening. Teaching of phonics prioritised for this cohort due to Covid lockdown of the previous academic year.	42% of children who are identified as disadvantaged are on track for phonic screen testing.	
At end of key stages, increased proportions of disadvantaged pupils to meet ARE in writing, to continue to be at least in line with national other pupils KS1 69%, KS2 78% after impact of closure for Covid. (school 2019 KS1 74%, KS2 82%).	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings	KS1 22% of disadvantaged pupils on track to be ARE  KS2 56% of disadvantaged pupils on track to be ARE	Due to second lockdown children were unable to consolidate many aspects of the writing curriculum through spring term and as a result 17% of pupils in KS1 now on track to meet ARE. In KS2 this figure is 48%.	
At end of key stages increased proportions of disadvantaged pupils to meet GDS in reading, to be at least in line with national other pupils KS1 25%, KS2 36% (school 2018 KS1 13%, KS2 27%).	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings	NO pupils are on track to meet GDS in Reading in KS1. Leaders recognise the impact of covid closures of summer term and have plans in place for this cohort to secure ARE. In Autumn this is currently 6%  4% pupils are on track to meet GDS in Reading in KS2.	NO pupils are on track to meet GDS in Reading in KS1. Leaders recognise the impact of covid closures of spring term and have plans in place for this cohort to secure ARE. In Spring this is currently 17%.  26% of pupils on track to meet GDS in Reading.	
At end of Key Stage 2 increase the proportion of pupils achieving the higher standard for reading, writing and maths combined to be in line with national averages for	EOKS outcomes Internal data Moderation evidence	4% on track to meet higher standard combined at the end of KS2.	9% on track to meet higher standard combined at the end of KS2.	

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all pupils 11% after impact of closure for Covid. (school 2019 14%)	IDSR/ASP/SPS Pupil progress meetings			
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Planned expenditure			Total budgeted cost:		£90,471
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Additional Staffing: Increase in staffing in identified year groups Rec, Year 1, Year 3 and Year 6; Provision includes:</p> <ul style="list-style-type: none"> <li>• Program of interventions for identified children to be delivered before in all year groups.</li> <li>• Deliver English and Maths skills lessons in small differentiated groups from Years 1-6 – developing essential knowledge and skills.</li> <li>• Use PIXL and Insight to track children’s progress and attainment and identify gaps in learning.</li> <li>• Deliver high quality interventions enabling accelerated progress.</li> <li>• To deliver high quality 1:1 reading session for those needing additional support – spotlight children.</li> </ul> <p style="text-align: right;"><b>(£85,021)</b></p>	<p>To increase the number of pupil premium children able to write at the expected standard at end of key stage one and two.</p> <p>Increase the number of pupil premium children able to reach the higher standards in reading at the end of key stage one and two.</p>	<p>Phonic intervention gives moderate impact for low cost, +4 months progress (EEF Toolkit)</p> <p>Reading comprehension strategies give high impact for low cost, with extensive evidence and +6 months progress (EEF Toolkit)</p> <p>Small group tuition gives moderate impact with moderate costs, +4 months (EEF Toolkit).</p>	<p>Monitoring Staff CPD Data analysis</p>	<p>HH/ VP/ CB</p>	<p>23.11.20</p> <p>8.3.21</p> <p>21.6.21</p>
<p>Diagnostic tools: To track progress and outcomes using PiXL online tool, which enables tailored intervention programs to be developed through question level analysis and other diagnostic tools.</p> <p style="text-align: right;"><b>(£2,950)</b></p>		<p>Utilising Pixl to support reading, reading comprehension strategies can give high impact +6 months, for low cost based on extensive evidence (EEF Toolkit).</p>	<p>Monitoring Staff CPD Data analysis</p>	<p>HH/OMc</p>	

Quality of teaching for all

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	Revision materials: Purchasing of new revision materials to support pupils in year 2 and year 6.  <b>(£2,500)</b>		Resources for reading interventions shows to have high impact for low cost, +6 months (EEF Toolkit)	Data analysis	CB/VP	
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Planned expenditure		Total budgeted cost: £64,007			
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Speech Therapist Expert advice to support pupils and teachers in meeting diverse needs around speech, language and communication needs.  (£8,190)	Specialist assessments undertaken to support and advise in the implementation of strategies to overcome any barriers to learning.	Oral language interventions can give moderate impact for low costs with +5 months progress. EEF Toolkit.	Early Help records Personal Plans CPOMS records	KB/BI	23.11.20  8.3.21  21.6.21
Additional Staff: Learning mentor. <ul style="list-style-type: none"> <li>• Learning Mentor role in school to further enhance home school links.</li> <li>• Promote home school links through various events and coffee mornings. (see school calendar of events)</li> <li>• Offer a range of parent workshops throughout school.</li> <li>• Have free access to Breakfast Club</li> <li>• Reaccreditation of LPPA award.</li> <li>• Develop strategies for punctuality and attendance for vulnerable groups. .</li> </ul> (£31,201)	Ensuring social and emotional needs of all children are met so that outcomes at EOKS are in line with national averages.	33.2% of pupils are FSM ever 6 compared to 23.5% nationally. Learning mentor to deliver interventions to support pupils social and emotional learning. EEF states that this has moderate impact with moderate cost, +4 months. EEF research shows that breakfast clubs that offer pupils a free and nutritious meal before school can boost 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. Increase in parental engagement can give moderate impact with moderate cost based on moderate evidence with +3 months progress (EEF toolkit)	Performance management Data analysis/EOKS outcomes Attendance monitoring Parent meetings	HH/K Breen	23.11.20  8.3.21  21.6.21

Targeted support

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<p>Additional Staffing in Breakfast Club: Additional staff in breakfast club of 2 TA1's.</p> <p style="text-align: right;"><b>(£12,522)</b></p>	<p>Support given to vulnerable families to ensure a positive start to the school day, to increase the number of children achieving outcomes at EOKS which are in line with national averages.</p>	<p>EEF research shows that breakfast clubs that offer pupils a free and nutritious meal before school can boost 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.</p>	<p>Timetabling Identified children and families have access to staff support during breakfast club</p>	<p>HH/KB SW/TMc</p>	
<p>Behaviour support: Support for identified pupils to develop social skills and interaction. Aspire to support in school 1 day per week and deliver CPD to staff.</p> <p style="text-align: right;"><b>(£6,594)</b></p>	<p>Support given to children with social, emotional and behavioural difficulties and offer staff and children strategies to overcome any barriers to learning.</p>	<p>Behaviour interventions can give moderate impact with moderate costs with +3 months progress (EEF Toolkit).</p>	<p>Early Help records Personal Plans CPOMS records</p>	<p>HH/KB</p>	
<p>Education Psychologist: Expert advice to support pupils and teachers in meeting diverse needs.</p> <p style="text-align: right;"><b>(£5,500)</b></p>	<p>Specialist assessments undertaken to support and advise in the implementation of strategies to overcome any barriers to learning.</p>	<p>Behaviour interventions can give moderate impact with moderate costs with +3 months progress (EEF Toolkit). Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).</p>	<p>Early Help records Personal Plans CPOMS records</p>	<p>HH/KB</p>	

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Planned expenditure		Total budgeted cost:			£27,890
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Enrichment to raise aspirations: <ul style="list-style-type: none"> <li>• Increase opportunities for outdoor learning through ECO days.</li> <li>• Enhance outdoor provision and school grounds to enhance learning outdoors.</li> <li>• Fund residential events and trips.</li> <li>• Fund opportunities from the school bucket list “100 things...”</li> <li>• Develop school Super Learning Weeks and Super Learning Days (e.g. Design and Technology, Performing Arts, Eid, Diwali, Poetry, Sports and STEM days).</li> <li>• Increase links with wider community, including charities, agencies, and clubs.</li> </ul> <p style="text-align: right;"><b>(£4493)</b></p>	Extended and enriched experiences given to children to support academic achievement and social interaction.	EEF toolkit states that outdoor adventure learning is moderate cost with moderate impact of +4 months.	Curriculum enrichment records		23.11.20 8.3.21 21.6.21
Extra-curricular clubs: <ul style="list-style-type: none"> <li>Gossip Club</li> <li>Debating Club</li> <li>Cookery Club</li> <li>Homework Club</li> <li>Eco Club</li> <li>Ethos club</li> <li>Junior Leadership Team</li> <li>Radio Club</li> <li>Cheerleading Club</li> <li>Reading Club</li> </ul> <p style="text-align: right;"><b>(£1000)</b></p>	Extended and enriched experiences given to children to support academic achievement and social interaction.	Increased opportunity to develop levels of oracy. Evidence from EEF toolkit shows that there is moderate impact for very low cost, +5 months (EEF Toolkit).	Timetabling Feedback from pupils		
Commando Jo Programme for year 3 and 4 pupils, developing life skills and character with pupils. <p style="text-align: right;"><b>(£12,975)</b></p>	To develop skills such as team work, leadership, communication, problem solving and resilience. To		Attainment for identified groups		

Other approaches



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		transfer skills into other aspects of their life and across other subjects.				
	<p>Specialist music teaching: Specialist teaching of music in KS1 and Year 3 alongside class teacher. Enhanced music teaching in Year 4 and 5 to continue.</p> <p style="text-align: right;"><b>(£9,422)</b></p>	Extended and enriched experiences given to children to support academic achievement across a range of subjects.	Arts participation can give up to 2 months progress for low cost based on moderate evidence (EEF Toolkit)	Timetabling Performance records Data analysis		<p>23.11.20</p> <p>8.3.21</p> <p>21.6.21</p>