

# Bishop Aldhelm's CE Primary School Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Aldhelm's CE Primary School
Number of pupils in school	638
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 (1 <sup>st</sup> year of 3 year plan) 2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Scott Tait, Headteacher
Pupil premium lead	Lizzie Sharpe, Deputy Headteacher
Governor / Trustee lead	Kieren Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,570
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£16,240
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</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>	£191,810

# Part A: Pupil premium strategy plan

## Statement of intent

At Bishop Aldhelm's we use Pupil Premium funding to support and enhance the learning opportunities for our disadvantaged children. We recognise that family situations can be complex and that there is not a 'one size fits all' approach. Therefore the use of Pupil Premium covers a range of initiatives across the school to meet the challenges faced.

### **Principles:**

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support children in receipt of pupil premium to achieve that goal, including progress for those who are already high attainers.
- We ensure that teaching and learning opportunities meet the needs of our pupils in receipt of pupil premium.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Ultimate Objectives:**

- For all children in receipt of pupil premium in school to reach Age Related Expectation at the end of Year 6 in order to make sure they are ready for their next stage of education.
- We aim to meet these objectives by ensuring that this strategy is embedded in our school improvement plan and performance management objectives.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Oracy</b></p> <p>Reception Baseline assessments indicate Communication and Language development is below the expected level of entry to Reception. This is evident from Reception through to KS2 and in general, is more prevalent among our pupils in receipt of pupil premium.</p>
2	<p><b>Phonics</b></p> <p>Reception Baseline assessments indicate children's phonics knowledge and comprehension on entry into school is below the expected level of entry to Reception. Our assessments and observations show that our children in receipt of pupil premium's reading comprehension skills and confidence in reading are behind national for all children.</p> <p>Whilst in Year 1, our children in receipt of pupil premium achieve in line with national pupil premium for phonics (2022/2023- 67%), we aspire for this group of children to achieve in line with national all (2022/2023 gap- 12%).</p>
3	<p><b>Reading</b></p> <p>Internal and external assessments show that in some year groups, children in receipt of pupil premium have more difficulties with their reading comprehension skills than their peers.</p>
4	<p><b>Spelling</b></p> <p>Internal and external assessments show that spelling is the main barrier to children achieving expected outcomes in writing.</p>
5	<p><b>Maths Basic Skills</b></p> <p>Internal and external assessments show that a group of children across the school have gaps in basic maths knowledge. In addition, resilience at completing tests hinders their summative assessment outcomes.</p>
6	<p><b>Attendance</b></p> <p>Data from 22/23 indicated that pupils in receipt of pupil premium are more likely to be persistently absent (PA) from school. Whilst attendance for this group was above National attendance for those in receipt of pupil premium, we aspire for attendance to be closer to national all.</p>

## 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
Children in receipt of pupil premium in EYFS make accelerated progress.	Aim for 100% of children in receipt of pupil premium to achieve ELG in: <ul style="list-style-type: none"> <li>• Listening, attention and understanding</li> <li>• Speaking</li> <li>• Word reading</li> </ul>
Improved oral language skills among children in receipt of pupil premium.	Identified pupils in EYFS will make accelerated progress in their speech and language, bringing their skills in line with their peers therefore achieving their ELG in: <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening, attention and understanding</li> </ul>
Children in receipt of pupil premium will, as a result of targeted phonics teaching, interventions and vocabulary teaching be able to decode and read well, reading at least in line with age related expectations.	Children in receipt of pupil premium will continue to achieve a phonics score in line/above their peers nationally.
Children in receipt of pupil premium will be able to demonstrate comprehension skills in line with their peers.	KS2 reading outcomes show that more than 75% of children in receipt of pupil premium met the expected standard.
Children in receipt of pupil premium will be able to demonstrate secure maths skills in line with their peers.	Y4 Multiplication Check outcomes show that more than 75% % of children in receipt of pupil premium met the expected standard.  KS2 maths outcomes show that more than 75% % of children in receipt of pupil premium met the expected standard.
Children in receipt of pupil premium will be able to demonstrate secure spelling skills in line with their peers.	KS2 writing outcomes show that more than 75% % of children in receipt of pupil premium met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our children in receipt of pupil premium.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%</li> <li>• the percentage of children in receipt of pupil premium who are persistently absent being in line or below national figures.</li> </ul>

## 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: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Oracy</u></b></p> <p>To raise the profile of oracy across the school</p> <ul style="list-style-type: none"> <li>- whole staff training</li> <li>- training on reading aloud</li> <li>- leaders to create an oracy curriculum to provide opportunities for purposeful talk</li> <li>- Foundation planning has oracy tasks built in.</li> <li>- parent workshop</li> <li>- culture of challenge modelled and shared with the child</li> <li>- Greg Botrill training for EYFS and KS1</li> </ul>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oracy/oracy-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Re-development of the mastery curriculum for all children</li> <li>- CPD for all staff</li> <li>- Additional manipulatives resources</li> <li>- Time for maths leader to monitor</li> <li>- Times for maths leader to join hub</li> </ul>	<p>EEF studies involving primary school children have shown an increase of 8 months progress.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/mastery/mastery-learning">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Staff training on modelling reading aloud</li> <li>- Use of the Simple View of Reading to analyse gaps in reading.</li> </ul>	<p>EEF studies involving primary school children have shown an increase of 6 months progress through explicit teaching of reading comprehension strategies.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/reading/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	3

<ul style="list-style-type: none"> <li>- Re-development of reading lessons to focus more on applying mixed VIPERS across the curriculum</li> </ul>		
<p><b><u>Standardised assessments</u></b></p> <ul style="list-style-type: none"> <li>- Purchase of standardised diagnostic assessments.</li> <li>- Mark analysis is used to adapt future planning and to identify those who need additional intervention. Children in receipt of pupil premium will have priority in accessing these interventions.</li> <li>- Leader's time to look at children in receipt of pupil premium and look at how planning is adapted as a result of the gap analysis.</li> </ul>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	3,5

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>1:1 Reading</u></b></p> <ul style="list-style-type: none"> <li>-Dedicated PP reading TA.</li> <li>- DHT reading 1:1</li> <li>- 1:1 reading</li> </ul>	<p>This will bring the amount of times that children read at home up to the amount of times the school expects. This number is based on research showing that found a student's level of reading engagement was more highly correlated with their reading achievement than their socioeconomic status, gender, family structure, or time spent on homework. In fact, students with the lowest socioeconomic background but high reading engagement scored better than students with the highest socioeconomic background but low reading engagement.</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
<p><b><u>Booster Interventions</u></b></p> <ul style="list-style-type: none"> <li>- after school sessions focusing on reading comprehension and maths for selected</li> </ul>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context;</p>	3 + 5

children in receipt of pupil premium in KS2.	<p>summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p><a href="#">Reading comprehension strategies   EEF - Education ...</a>  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><b><u>SALT intervention</u></b></p> <ul style="list-style-type: none"> <li>- Wellcomm assessments</li> <li>- SALT therapist for support with communication and language.</li> <li>- SALT training</li> <li>- SALT interventions</li> <li>- language rich environment</li> </ul>	<p>Language is the foundation of education and is vital for social and emotional development. Children with poor oral language are at high risk of poor literacy and hence, educational failure. They can also experience difficulty in communicating to make friends, to join in activities and to express their feelings. While there is no 'quick fix', there is robust evidence that interventions which target oral language skills do have significant potential for improving educational outcomes by strengthening children's understanding, speaking and reading comprehension skills. Professor Maggie Snowling CBE</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p><b><u>Phonics intervention</u></b></p> <p>Additional ELS phonics sessions targeted at children in receipt of pupil premium who require further phonics support in order to 'keep up' led by AHT.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p><b><u>Maths intervention</u></b></p> <ul style="list-style-type: none"> <li>- Maths 1<sup>st</sup>@number intervention for selected children in Year 2 and 4.</li> <li>- HT supported maths sessions for selected children in Year 6.</li> </ul>	<p>EEF Research shows +2 months progress after 10 weeks of intervention</p> <p><a href="#">1stClass@Number   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p><b><u>Spelling intervention</u></b></p> <ul style="list-style-type: none"> <li>- Spelling intervention sessions led by DHT for identified children in year 6 where spelling is the barrier to them achieving their writing.</li> <li>- writing conferencing time with teachers in all year groups to support gaps.</li> </ul>	<p>EEF Research shows +3 months for individualised instruction</p> <p><a href="#">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a></p>	4



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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Hopes and dreams experiences</u></b></p> <p>Cultural Capital experiences for Year 5 and 6 children.</p>	<p>This is based on recommendations from other schools along with talking to children in our school about things they would like to do. All year 5 and 6 pupil premium children have told us what their 'dream experiences' would be before leaving primary school. We will ensure that all children get to experience at least one of their dream experiences. In the past, we have found that doing extra-curricular opportunities with the children e.g. theatre trips, has improved attendance and relationships between other children and staff.</p>	1 + 6
<p><b><u>Topic reading book</u></b></p> <p>Topic based reading books for all children in receipt of pupil premium in pre-school-Y4 to help with prior learning to develop schemas starting to topics.</p>	<p>Research shows that readers who have a strong knowledge of a particular topic, both in terms of quantity and quality of knowledge, are more able to comprehend a text than a similarly cohesive text for which they lack background knowledge. This was evident for both skilled and low skilled readers (Marr &amp; Gormley, <u>1982</u>; Reutzel &amp; Morgan, <u>1990</u>; Taft &amp; Leslie, <u>1985</u>).</p> <p>The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils are less likely to own a book of their own and read at home with family members and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Targeted teaching of comprehension skills will address this potential barrier.</p>	3
<p><b><u>Extra curricula clubs</u></b></p> <p>All children in receipt of pupil premium to be offered a free extra curricula club through the year.</p>	<p>EEF + 3 months</p> <p><a href="#">Arts participation   EEF</a></p> <p>Amongst high-performing primary schools these strategies included: • subsidising trips and extra-curricular activities for disadvantaged pupils; School cultures and practices: supporting the attainment of disadvantaged pupils (May 2018).</p>	1 + 6
<p><b><u>Additional job clubs</u></b></p> <p>Job clubs for identified year 6 children in receipt of pupil premium (office and site manager).</p>	<p>Previously successful at raising attainment, increasing attendance and improving self-esteem</p> <p><a href="#">Mentoring   EEF - Education Endowment Foundation</a></p>	1 + 6
<p><b><u>Attendance-</u></b></p>	<p>Includes finding personalised approaches for families who are struggling.</p>	6



<ul style="list-style-type: none"> <li>- HAMWIC Trust graduated response to Attendance</li> <li>-attendance policy</li> <li>-attendance plans where needed</li> <li>-work with the LA navigator</li> <li>- performance management</li> <li>- pastoral care worker</li> </ul>	<a href="#">Parental engagement   EEF - Education Endowment Foundation</a>	
<p><b><u>Additional activities and resources</u></b></p> <p>Pupil Premium funding is used to support additional activities and resources e.g., additional workshops purchase of equipment, uniform etc.</p>	<p>Amongst high-performing primary schools these strategies included: • subsidising trips and extra-curricular activities for disadvantaged pupils; School cultures and practices: supporting the attainment of disadvantaged pupils (May 2018).</p>	1 + 6

**Total budgeted cost: £172,000**

## 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 2022 to 2023 academic year.

#### **Children in receipt of pupil premium in EYFS make accelerated progress to close gaps with their peers in speaking, word reading, listening, attention and understanding**

Speaking- 89% of children achieved ELG. Nation 82.8%

Listening, attention and understanding- 89% of children achieved ELG. 82.2%

Word reading- 67% of children achieved ELG. 76.2%

More children in receipt of pupil premium at Bishop Aldhelm's achieved their ELG in speaking and listening, attention and understanding compared to the 'national all' group. The next step is for children in receipt of pupil premium at Bishop Aldhelm's to achieve their Word Reading in line with National All.

#### **Improved oral language skills and vocabulary among children in receipt of pupil premium.**

CPD on interactions, Speech and Language support and WellComm in EYFS supported children to make progress with their oracy. As a result, children in receipt of pupil premium showed improved oral language skills:

Speaking- 89% of children achieved ELG (50% were on track at Baseline).

Listening, attention and understanding- 89% of children achieved ELG (50% were on track at Baseline).

#### **Improved reading, writing and maths attainment among children in receipt of pupil premium.**

Our internal assessments through 2022-2023 showed that the % of children in receipt of pupil premium funding making at least expected progress was inline or slightly below that of all children. However, in all core subjects, a higher % of children in receipt of pupil premium funding made more than expected progress than those who do not receive funding. As a result, the attainment gap between the groups is closing. The progress table below shows the average progress across the school for this group of children.

Targeted one to one or group support supported those with lower prior attainment or at risk of falling behind to make accelerated progress. Disadvantaged pupils in receipt of support showed improved attitudes and better learning how to learn skills.

	Expected progress + above	Above expected progress
Maths PP	83%	19%
Reading PP	80%	22%
Writing PP	80%	16%

**Children in receipt of pupil premium will, as a result of targeted phonics teaching, interventions and vocabulary teaching be able to decode and read well, reading at least in line with age related expectations.**

EYFS GLD (Good Level of Development) Pupil Premium	67%
National %- all children	69%
National %- pupil premium	52%

More children in receipt of pupil premium at Bishop Aldhelm's achieved their GLD compared to the children in receipt of pupil premium nationally. Our next step is to aim for our children in receipt of pupil premium to attain in line with national- all children.

Year 1 Phonics Pupil Premium	67%
National %- all children	79%
National % - pupil premium	67%

The % of children in receipt of pupil premium at Bishop Aldhelm's passing their phonics check was in line with % of the children in receipt of pupil premium nationally. Our next step is to aim for our children in receipt of pupil premium to attain in line with national- all children.

Year 2 Phonics Pupil Premium	93%
National %- all children	89%

More children in receipt of pupil premium at Bishop Aldhelm's passed their phonic check by the end of Year 2 compared to the children nationally.

**Children in receipt of pupil premium will be able to demonstrate comprehension skills in line with their peers.**

**Children in receipt of pupil premium will be able to demonstrate secure maths skills in line with their peers.**

Year 2		
	ARE/ ARE+	GD
Reading PP	42.9%	14.3%
National- all	68%	18%
National-PP	54%	
Writing PP	35.7%	7.1%
National- all	60%	7.5%
National-PP	44%	
Maths PP	50%	21.4%
National- all	70%	15.6%
National-PP	56%	

Less children in receipt of pupil premium funding at Bishop Aldhelm's achieved ARE in KS1 in core subjects than the same group nationally. Our next step is for this group of children to attain at least in line with disadvantaged children nationally.

Year 6			
	ARE/ ARE+	GD	Average Point Score
<b>Combined PP</b>	45%	10%	
<b>National</b>	59%		
<b>National PP</b>	44%	3%	
<b>Reading PP</b>	60%	30%	105
<b>National</b>	73%		
<b>National PP</b>	60%		
<b>Writing PP</b>	55%	15%	
<b>National</b>	71%		
<b>National PP</b>	58%		
<b>Maths PP</b>	60%	20%	104.6
<b>National</b>	73%		
<b>National PP</b>	59%		
<b>SPAG PP</b>	48%	24%	106.7
<b>National</b>	72%		
<b>Science PP</b>		56%	
<b>National</b>		80%	

Children in receipt of pupil premium funding at Bishop Aldhelm's perform in line with the same group nationally. Our next step is to aim for our children in receipt of pupil premium to attain in line with national- all children.

**To achieve and sustain improved attendance for all pupils, particularly our children in receipt of pupil premium.**

2022-2023	BAPS PP	National PP	BAPS All	National All
Average attendance	93.48%	91.3%	95%	94%
*statutory school age				
Persistent Absence	18.5%		9.5%	17.2%

For 2023-2024, average attendance for children in receipt of pupil premium funding was improved from the previous year. There was also a 11.5% reduction in PA for this group from the previous year. However, there is a gap between the attendance of our children in receipt of pupil premium funding and those without therefore this will continue to be a focus next year.

**Children in receipt of pupil premium have the same available opportunities to experience outside of school opportunities as non-disadvantaged children.**

52% of pupil premium children accessed extra curricula activities last year. This was in a range of activities including, cooking, craft, cards and various sports clubs. Parents reported difficulties with transport and other children for reasons why a child wasn't able to attend a club. This will continue to be a focus next year to increase the number of children attending clubs/opportunities.

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Funding was used towards Pastoral Care Worker. Children who are allocated service pupil premium have check-ins with the Pastoral Care Worker. Parents are also contacted to talk about needs of the child and family situations.
The impact of that spending on service pupil premium eligible pupils
The attendance and wellbeing of service pupil premium eligible pupils is strong.

## 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
SHINE Intervention	Rising Stars

