

Bishop Martin C.E. Primary School



Pupil Premium Strategy Statement 2021 - 2022

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils.

In 2021/22 the school received £153,349 in Pupil Premium allocations.

School overview

Metric	Data
Pupils in school	196
Proportion of disadvantaged pupils	60%
Pupil premium allocation this academic year	£153,349
Academic year or years covered by statement	2021 - 2022
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Mr I McDonald
Pupil premium lead	Mrs S Hewitt
Governor lead	Mr J Greenlees

Disadvantaged pupil average scores for last academic year for 2019 (last validated data)

Measure	Score
Reading	100.1
Writing	103.2
Maths	97.2

Disadvantaged pupil performance overview for last academic year

*Internal tracking data for 2021

Measure	Score	
Meeting expected standard at KS2	Reading 59%	Maths 53%
	Writing 41%	Combined 41%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure that Pupil Premium children have the same access/opportunities for learning as the rest of the school.
Priority 2	To provide opportunities for children to build their self-esteem, learning resilience and raise their aspirations using whole family support to ensure that they are not adversely affected by the recent extended periods of absence as a result of COVID 19 restrictions.
Barriers to learning these priorities address	Often our children enter our reception class much lower than age related expectations and if not supported effectively this can impact their learning resilience as they move through the school. Children and families sometimes face emotional worries and often school is the first point of contact to support with these needs.
Actions to be taken	<p>Learning mentor support</p> <ul style="list-style-type: none"> • Breakfast club, free for children in receipt of PP funding. • Support with uniform and kit. • Early identification and support for families – CAF/TAF when needed. • Pastoral group's and one to one sessions. <p>Parents encouraged to engage fully with all areas of school life, returning to collections on the school grounds, face to face teacher meetings, coffee mornings, attendance at assemblies, for example.</p> <p>Building resilience activities, assemblies and themes and resources to support pupils with particular SEN/barriers e.g. dyslexia.</p> <p>CPOMS used for tracking and monitoring children's pastoral needs and weekly discussions – pastoral team meetings identifying key groups and needs. Half-termly targeted pastoral groups led by support staff.</p> <p>Staff to use evidence based teaching interventions – Provision Map, to record evidence of progress for identified Pupil Premium children.</p>
Funding	<p>Learning Mentor salary</p> <p>Breakfast club supplies and resources (including staffing)</p> <p>CPOMS subscription</p>

Teaching priorities for current academic year

Aim	Target	Target date
End of KS2 Attainment in Reading	70% to reach ARE	July 22
End of KS2 Attainment in Writing	60% to reach ARE	July 22
End of KS2 Attainment in Mathematics	70% to reach ARE	July 22
End of KS2 Combined	60 – 70% ARE	July 22
Phonics Check	Above 65%	July 22

Measure	Activity
Priority 1	<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the Read Write Inc. phonics/reading scheme effectively. (To include KS2 staff for those children in KS2 requiring phonic support)</p> <p>Ensure the successful implementation of Read Write Inc. across the school, including KS2 where children require additional phonic support.</p>
Priority 2	<p>To use appropriate diagnostic assessments and tools to identify gaps in knowledge/barriers to learning in order to plan high quality interventions matched to individual needs.</p>
Barriers to learning these priorities address	<p>Poor phonics skills and knowledge can hinder progress across the curriculum, especially with reading and writing.</p> <p>Consistency across EYFS and KS1 in the teaching and delivery of phonics, reading and writing.</p> <p>Staff confidence and knowledge when identifying intervention needs.</p> <p>Resources – assessment and supporting tools.</p>
Actions to be taken	<p>Weekly Read Write Inc. meetings held with the English Co-ordinator for both teachers and support staff.</p> <p>Ongoing staff CPD in line with Read Write Inc training.</p> <p>Information sharing with parents to ensure they know how best to support their child/children at home with phonics and reading.</p> <p>Staff to use evidence based teaching interventions – Provision Map, to record evidence of progress for identified Pupil Premium children.</p> <p>Support from SENCo/PP Lead with intervention planning.</p> <p>Class Contextual profiles provided for each class teacher to provide key details.</p> <p>Pupil Progress Meetings – Discussions around interventions, progress and next steps.</p>
Funding	<p>Read Write Inc. subscription and training</p> <p>Additional CPD sessions – SEN</p> <p>Diagnostic assessments</p> <p>Subscription to Provision Map</p> <p>Intervention resourcing</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Additional classes in Reception and Year 2 (smaller class sizes)</p> <p>To support the transition of pupils into the end of EYFS and KS1 allowing for more targeted intervention and catch up support because of the impact COVID 19 has had on the children.</p>
Priority 2	<p>To continue to ensure the outcomes for pupils in receipt of pupil premium is at least in line with those of peers in school across the curriculum while ensuring ALL subjects have rich, specific vocabulary being used within teaching.</p>
Barriers to learning these priorities address	<p>Transition for nursery to reception can be challenging generally and more so this year in light of the time lost in education.</p> <p>Children in the current year two classes have had the last two academic years disrupted by COVID 19, leading to gaps in learning.</p> <p>Parental engagement and support. Keeping parents well informed.</p> <p>On entry to school children's Communication and Language skills are low and they often have a poor vocabulary.</p> <p>Consistency in approach across the school, sharing good practice.</p> <p>Some parents find it difficult to support their child with learning at home and lack the confidence themselves.</p>
Actions to be taken	<p>Where possible further accelerate rates of progress for those in receipt of pupil premium funding through targeted use of funding to meet individual needs; curriculum enhancements, trips, resources, specialist advice, etc.</p> <p>Early identification of needs with appropriately assigned intervention.</p> <p>Work with parents; meet the teacher, parent's evenings, and website information.</p> <p>Children to be taught subject specific vocabulary appropriate to their development. Teaching staff to produce knowledge organisers and vocabulary lists.</p> <p>EYFS lead to co-ordinate the PACT Project – developing early reading skills in the EYFS.</p>
Funding	<p>Additional teaching and support staff CPD for class teachers</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	Addressing attendance through breakfast club, pastoral support, parent contracts and CPOMs monitoring to ensure rates of attendance for pupils in receipt of pupil premium funding to 96% or above.
Priority 2	Effective deployment of the Learning Mentor and Pastoral and Behaviour Support worker to ensure early indicators of behavioural incidents are recognised and provision put in place.
Barriers to learning these priorities address	<p>Children with persistent absence miss high levels of education and this affects their progress and attainment overall.</p> <p>COVID restrictions may still lead to periods of missed education.</p> <p>Social interaction and friendship skills deteriorate.</p> <p>Consistency in following the school's behaviour policy.</p> <p>Pupils arrive at school requiring emotional support linked to issues arising at home.</p> <p>Children's confidence levels drop and they begin to struggle with their work and they worry about making progress in line with their peers, leading to behavioural incidents.</p>
	<p>Learning mentor support</p> <ul style="list-style-type: none"> • Early identification and support for families – CAF/TAF when needed. <p>Review attendance of all PP pupils half termly and identify any child that falls below the 96% thresholds. Meetings to be held with parents when desired level of attendance falls.</p> <p>PP lead and learning mentor to respond to PP review and actively engage with all parents of pupils where attendance is a concern either because:</p> <ul style="list-style-type: none"> • It falls below 96% with no reasonable explanations. • Attendance falls below 96% and there is impact on achievement <p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy, etc to encourage good attendance.</p>
Funding	<p>Learning Mentor Salary</p> <p>Behaviour Support Worker Salary</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional class based cover being provided by senior leaders.
Targeted support	Ensuring time is dedicated for staff CPD – particularly phonics. Curriculum Carousel to be established.	Weekly teacher and support staff meetings organised by the English Co-ordinator. All curriculum subject leaders to have time available to complete more in depth monitoring and acquire pupil voice.
Wider strategies	Engaging with the families facing most challenges.	Designated staff to work closely with targeted families. Working closely with external agencies, local schools and outreach programmes.