

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 | The Bishops' CE Learning Academy |
| Number of pupils in school | 351 (371 with Nursery) |
| Proportion (%) of pupil premium eligible pupils | 22.7% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Adam Richards , Headteacher |
| Pupil premium lead | Claire Warren, assisted by the school's Senior Leadership Team |
| Governor / Trustee lead | Jo Harrison |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £112,185 |
| Recovery premium funding allocation this academic year | £12,615 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £124,800 |

Part A: Pupil premium strategy plan

Statement of intent

At The Bishops Church of England Learning Academy our core aim is rooted in The Parable of the Mustard Seed: **If you have faith as small as a mustard seed, you can say to this mountain, move from here to there, and it will move, nothing will be impossible for you'** Matthew 17:10.

We value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning in accordance with our Christian vision. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to succeed and flourish.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to our School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements, breaking down barriers to learning faced by our disadvantaged and vulnerable pupils and **enabling academic recovery** for all.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Quality first teaching (that happens at the point of learning in classrooms) is at the centre of our approach and is reflected in the intentions of our wider school improvement plan. Ensuring that this is the best it can be is proven to have the greatest impact on closing the attainment gap between disadvantaged pupils and therefore sustaining the progress they make, truly working to enable everyone to **belong, believe, aspire and achieve.**

We understand that the pandemic has magnified disadvantage and the effects of it have not been felt evenly. Our aim is to ensure that no time is wasted to enable every child to get where they need to be regardless of their circumstances at home.

Our overall objectives:

Setting overall objectives is key to maximising the use of the PPG. Our objectives are as follows:

- Ensuring an outstanding teacher is in every class

- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour and mental health
- Ensuring that the PPG reaches the pupils who need it most.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Personal, Social and Emotional Needs</p> <p>Low levels of social and emotional well-being are impacting on the attainment of a large proportion of our disadvantaged pupils. Observations and Trauma Informed school assessments show increasing numbers need support and some families have seen this need grow as a result of the pandemic.</p> |
| 2 | <p>Developing Key Skills</p> <p>Internal data shows that our disadvantaged pupils can have poor recall of key skills and knowledge that are needed to improve fluency and a deeper understanding of the curriculum. Pupils need support to read more regularly, develop automaticity in maths and in English and speaking and listening.</p> |
| 3 | <p>Special Educational Needs and Disability</p> <p>57% of our disadvantaged children are also on the SEND register of need. The % of SEND children has risen over the last three years with the most common primary need as Speech, Language and Communication. Our most disadvantaged pupils and their families need support with the range of SEND to ensure the correct support is accessed early to encourage our pupils to flourish academically, spiritually and emotionally.</p> |
| 4 | <p>KS2 outcomes</p> <p>At the end of the summer term 2022, only 30% of disadvantaged children achieved age related expectations in Reading, Writing and Maths with no disadvantaged children achieving greater depth. During the spring term 22 covid related absence had a major impact on staff attendance which was a contributing factor. The challenge remains to ensure that our disadvantaged children are given as much support as required to ensure they attain well, reach age related expectations and have a strong foundation for the next stage of their education.</p> |
| 5 | <p>Belonging, Aspiring and Achieving – enriching life experiences</p> <p>We know that all families are being hard hit by the cost-of-living crisis and that inflation based financial pressures are most acute with disadvantaged families. Through our strong parental relationships and talking to pupils we know that not all pupils have equal and fair access to experiences that act as emotional foundations such as residential trips and aspirational visits.</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 |
|--|--|
| Reduction in absenteeism. | <p>The attendance of all disadvantaged pupils is rigorously monitored. Swift, robust action is taken when pupils are not in school and lateness and non-attendance will be pursued following our attendance policy.</p> <p>If necessary, pupils will be collected from home in the school minibus and referred to the EWO for support.</p> <p>All class teachers are vigilant of attendance rates.</p> <p>Attendance of disadvantaged pupils will be in line or above that of non-disadvantaged pupils.</p> |
| Disadvantaged pupils will close the gap on non-disadvantaged in terms of the number of pupils reaching ARE in reading, writing and maths. | <p>A 'reading for pleasure' culture will be established and teachers will enthuse, inspire and motivate children to form strong reading habits. All disadvantaged children will read with an adult in school every day. It is the expectation that all children read daily with an adult at home. Formative assessment will be used in maths to ensure disadvantaged children Progress meetings and data analysis will be used to inform teacher planning. Data will show disadvantaged children will be working towards or at age related expectations.</p> <p>Learning outcomes reflect quality learning showing our mantra of belonging, believing, aspiring and achieving.</p> |
| Reduction in negative incidents effecting pupils' social and emotional wellbeing and having an impact on learning. All children will have the emotional capacity to be ready to learn. | <p>Pupils are confident and can articulate where they can get support at school and at home.</p> <p>Families are signposted to provide their child with support through resources, access to external services and coffee mornings/cooking club.</p> <p>Identified pupils access a range of TIS interventions led by trained staff.</p> <p>CPD is enhanced through our work as a Trauma Informed School.</p> <p>Behaviour is good and relationships between peers promotes our shared Christian values.</p> |
| SEND provision will enable disadvantaged learners to achieve outcomes in RWM that compare favourably with their peers. | <p>Individual Support Plans will ensure bespoke provision for individuals and groups of children with specific needs.</p> <p>Due to precise teaching and targeted intervention, children come off the Record of Need as quality first teaching is adapted to meet their learning needs</p> |
| Disadvantaged pupils' key skills have improved acquisition and application across the curriculum. | <p>There is an increase in disadvantaged children's reading, formative maths assessments and RWI assessments.</p> <p>Through monitoring it is evident that the skills are used confidently across the curriculum.</p> |

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: £65,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Focus on quality first teaching to ensure that learning is engaging, pupils are supported to achieve well and good progress is made across the curriculum.</p> | <p>EEF guide to The Pupil Premium</p> <p>Sutton Trust – Developing teachers</p> | <p>1,2,3,4,5</p> |
| <p>Two Pastoral Support Advisors.</p> <p>TIS practitioner training for HTI and two PSAs.</p> | <p>Social and emotional learning</p> | <p>1, 2, 3, 4</p> |
| <p>High quality staff CPD.</p> <p>SLT member attended Kingsbridge Research School course on Metacognition and Self-regulated learning. EEF Implementation action plan is being formulated.</p> <p>Support Staff CPD with Cornwall Learning online – FunFit, Cognition and Learning, DCD and</p> | <p>Effective professional development</p> <p>Research says that good teachers are especially important for pupils from disadvantaged backgrounds. Successful schools emphasise the importance of ‘quality first teaching’. Good teachers aim to provide a consistently high standard by setting high expectations, monitoring performance, tailoring teaching to support individuals, providing effective feedback and engaging with data; inputting, analysing and using it to underpin their teaching. Best practice should be shared regularly.</p> <p>Metacognition and self-regulation</p> <p>It is our intention to equip our children with strategies for a positive mindset and to help them grow resilience, self-esteem and confidence.</p> <p>Share your experiences of accessing CPD on SEND! Nasen</p> <p>Supporting SEND - GOV.UK (www.gov.uk)</p> | <p>1, 2, 3 and 4</p> |

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| Speech and language through NELI | To best support the delivery of interventions and universal provision. | |
| <p>RWInc - the teaching of early reading through high quality phonics. Daily phonics interventions across EYFS/KS1.</p> <p>Accelerated Reader - a reading programme used to promote a love of learning</p> | <p>Improving literacy in Key Stage 1 Used to effectively implement a systematic phonics programme.</p> <p>Improving literacy in Key Stage 2 - An EEF recommended program to support the development of fluent reading capabilities, which provides instant feedback and assessment, and ensures our children are accessing challenging but manageable texts.</p> | 3 and 4 |

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

Budgeted cost: £ 32,615

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>School Led tutoring: 1:3 tuition happening after school 3 days a week for 24 PP/SEN pupils throughout academic year 1:3 tuition for identified pupils based on summative assessments and internal data. Full time Academic mentor working with Year 6</p> | EFF 1-1 tuition report | 1,2,3,4 |

| | | |
|--|--|----------------|
| <p>NELI - this is a targeted speech and language intervention for the lowest 20%.</p> <p>The teaching of early reading through RWInc and high quality 1-1 interventions with teachers and TAs.</p> <p><i>Nessy - this is a targeted reading and spelling intervention that supports children who have been diagnosed with Dyslexia or have Dyslexic tendencies</i></p> | <p>Oral language During school closures, children had more limited opportunities to communicate with others and develop their language skills. Significant language gaps can prevent pupils from accessing the learning and meeting their full potential. Findings from the most recent trial of NELI funded by the Education Endowment Foundation found that children receiving the intervention made an extra three months additional progress in their oral language skills compared to children who did not. NELI findings</p> <p>Targeted academic support</p> <p>Phonics</p> <p>Nessy Reading and Spelling is based upon the Orton-Gillingham and structured literacy methodology which follows the Science of Reading (methods or approaches to reading that have been proved through research).</p> <p>Nessy Methodology</p> | <p>3 and 4</p> |
|--|--|----------------|

| | | |
|--|---|---|
| <i>Year 1/2 additional teaching assistants in the afternoons are directed to work with individuals and groups of children.</i> | Small group tuition Best use of Teaching Assistants | 4 |
| <i>Termly review of SEN support plans with a link to PP and the impact of interventions. Peer-on-peer coaching for teaching staff. SENDCO input in staff meetings – addressing support or QFT practices.</i> | SEND code of practice Advice template (publishing.service.gov.uk) Early identification and intervention for children with SEND, as to clarify the disparity between PP children and their peers. The Bishops' have an ethos of high attainment for all pupils. | 3 |

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

Budgeted cost: £26,435

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Support for families with learning at home and cooking through signposting, after school clubs, events and resources. | EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) | 1,2,3,4,5 |
| Providing IT loan devices to families without access to laptops e.g. refugee children | Children without internet access during lockdown Children's Commissioner for England (childrenscommissioner.gov.uk) | 2,4,5 |
| Using the school minibus to collect children who are struggling to come to school through EBSR. Staffing support for children with high anxiety in the mornings | Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) | 1,2,3,4,5 |
| Further strengthen our PHSE curriculum using P4C materials and Trauma Informed Schools resources | EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) | 1,2,3 |
| Extra-curricular clubs, sports, coaching and outdoor learning opportunities are promoted and supported to enable PP children to attend and participate. Reduction in price of residential/adventurous visits | Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk) Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) | 1,5 |

Total budgeted cost: £124,800

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 2021 to 2022 academic year.

The achievement of PP children at The Bishops' remains our top priority. High quality teaching to all children is provided and all teachers are aware of their pupil premium children and their individual needs. Termly Pupil Progress meetings are held to identify specific issues in PP children and interventions are discussed and implemented to quickly address these issues. The SLT and governors have a strategic view of PP progress and attainment and use this to challenge and evaluate teaching practice across the school.

The school promotes the progress and attainment of PP children regardless of their background, ethnicity, socio-economic status or prior attainment. As a TIS school The Bishops' also prioritises PHSE, personal development and character education and has strategies in place to get parents involved in their child's learning. Staff understand that PP children span different ability groups and all PP children's progress is carefully tracked.

Collectively, our children read over 99 million words, and we celebrated 23 word-millionaires, thanks to our promotion of a love of reading.

We were able to secure EHC plans for more of our disadvantaged children; enabling them to receive the appropriate level of support.

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 |
|----------------------------|-------------------------|
| Nessy reading and spelling | Nessy |
| Accelerated Reader | Renaissance Learning |
| Power Maths | Pearson |
| 1-1 online maths tutoring | Third Space Learning |
| RWI | Ruth Miskin |
| Fresh Start RWI | Ruth Miskin |
| TT Rockstars | Maths Circle Ltd |
| TISUK | Trauma Informed Schools |
| Connected Geography | Collins |

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|------------------------------|-------------|
| Developing Experts - Science | Ogden Trust |
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | <p>Pastoral support available to pupils from TIS practitioners.</p> <p>Small group tuition to close gaps in reading and maths knowledge and skills</p> |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>Pupils were provided with support at the time of need which was effective for those parents deploying overseas and supporting operations at sea.</p> <p>Teachers know their children very well – this leads to quick intervention and support as required.</p> |