

Pupil premium strategy statement year 2024-25

School overview

Metric	Data
School name	The Bishops CE Primary Academy
Pupils in school (as of Sept 2024)	354
Proportion of disadvantaged pupils	55.5%
Pupil premium allocation this academic year	£279,720.00
Academic year or years covered by statement	2024-25
Publish date	November 2024
Review date	October 2025
Statement authorised by	Local Governing Body
Pupil premium lead	Lorraine Ratcliffe Head teacher
Governor lead	Kate Clements

Disadvantaged pupil progress scores for last academic year where progress data is available year 6 July 2024

Measure	% expected PP	Non PP score
Reading	31% EXS 6.5 HS	38.6% EXS 1.8%HS
Writing	24.1 EXS 0% HS	33.3%EXS 0% HS
Maths	34.5%EXS 0% HS	28.1%EXS 0% HS
Meeting expected standard at KS2 for RWM combined	13.8% EXS	14% EXS
Phonics year one	87%	
Multiplication tables check Average score	19.4	20.1
<p>While scores below national were expected this year the number of children gaining 99+ was significantly higher than previous years. Internal standardised assessments show an increasing trend with predictions of 60% + across the school for Expected in 2025</p>		

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 25

Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 25
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	Sept 25
Phonics	Achieve 80% disadvantaged children pass phonic check – by the end of KS1 informed by baseline in phonics check	Sept 24
Other	Improve attendance of disadvantaged children to 93%	Sept 24
Other	Reduce suspensions for disadvantaged children	Sept 24

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure that all children receive consistently good teaching through reviewing the curriculum offered. This will be adapted to the increasing outcomes for pupils and take account of limited lived experiences.
Priority 2	Ensure teachers have the resources necessary to ensure children are able to access the curriculum and are excited by what is offered especially in subjects which are resource heavy like science, Art, Tech, geography and computing.
Barriers to learning these priorities address	<p>Previously identified inconsistencies in teaching. Curriculum has not always met the needs of the community</p> <p>Not having resources to enable children to engage practically has reduced the engagement and outcomes.</p> <p>The community is highly disadvantaged and therefore cannot donate money to buy resources to enhance the curriculum.</p> <p>A high number of children with PP are also children with SEND. 52% of SEND children are also in receipt of FSM. 75% of those children who also have an EHCP.</p> <p>Recruitment challenges at the school. Application levels are very low. Many applications from staff with</p>
Projected spending	£9000

Targeted academic support for current academic year

Measure	Activity
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Priority 1	<p>Assess and analyse attainment in reading, writing and maths - implement a programme of intervention and classroom support to target specific children as close to the learning session as possible.</p> <p>Deliver pre-learning where possible to increase levels of confidence and engagement for vulnerable children.</p> <p>Deliver post-learning interventions before the next learning session to reduce misconceptions. Including after school to avoid the need to interrupt or narrow the curriculum for children.</p>
Priority 2	<p>Provide additional staffing to support focussed teaching of phonics provision across the whole school.</p> <p>Engage with reading charities and the local community to provide high numbers of trained volunteers to increase reading automaticity.</p> <p>Ensure high levels of monitoring and accountability at SLT level.</p>
Barriers to learning these priorities address	<p>Redressing gaps in learning caused by low attainment on entry, lack of engagement in reading at home, partial school closure during Covid and previous underachievement.</p> <p>Staff lacking knowledge of interventions available.</p> <p>Not having a designated SENDCo role in the past</p> <p>Children in receipt of FSM are often also children with SEN</p> <p>low attendance of all children including FSM children</p>
Projected spending	£75313

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide additional support for targeted disadvantaged children with social emotional and mental health needs to reduce disruption and exclusions through high ratio staffing and high levels of support.
Priority 2	Provide additional support to families through the work of the Learning Catalyst working directly with families, providing financial support for resources, uniform and learning activities.
Priority 3	Owing to lack of lived experiences and rich cultural and social knowledge of children; school to ensure children receive a rich curriculum with visits and visitors, considering when links to future aspirations

	<p>where possible. To ensure all class books read to children are high quality and are chosen to increase vocabulary and knowledge of cultures, experiences and the world.</p> <p>Access to daily breakfast and fruit each day to ensure children are ready for learning</p>
Barriers to learning these priorities address	<p>The families of some of our disadvantaged children have low aspirations and low levels of engagement. Our children do not know what aspiration is and have limited experience of life outside their estate.</p> <p>Some of our disadvantaged children miss out on learning due to unsettled behaviour and exclusions.</p> <p>Lack of engagement at home</p> <p>Very low attendance</p>
Projected spending	£177281.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Low levels of attainment and engagement amongst disadvantaged children.	<p>Professional development programme and support for all staff focusses on the pedagogy needed to assess and adapt learning for specific individuals.</p> <p>SLT to monitor regularly with learning walks and pupil voice. Identify opportunities to coach and mentor staff one to one.</p> <p>Following research from subject leaders to ensure curriculum continues to increase in challenge as outcomes improve.</p>
Targeted support	Sufficient staff to implement interventions	<p>Funding used to employ staff for intervention groups</p> <p>Engagement with reading charities and local community to gain and train volunteers.</p>
Wider strategies	<p>Engaging the families facing the most challenge</p> <p>Targeting poor attendance.</p>	<p>Learning catalyst and learning support team are directed towards areas of most need. To be proactive in targeting support</p> <p>Attendance team to ensure there is rigour in the monitoring of attendance and that families are proactively supported to improve their child's attendance and</p>

		know the consequences of poor attendance.
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Review: last year's aims and outcomes 2023-24

Aim	Outcome
<p>Curriculum planning – Ensure that the curriculum is well structured so that pupils' knowledge is built up over time. Ensure that curriculum planning meets the needs of disadvantaged children in that teachers have high expectations based upon focussed assessment information</p>	<p>Ofsted visit in September 2022 highlighted that the curriculum is appropriate and ambitious. Subject leaders have since identified further opportunities to extend this to take account of rising outcomes. With a more aspirational curriculum in place these ambitions should be realised. The use of the PiXL assessment system has helped teachers have a clear understanding of the prior attainment of disadvantaged children and appropriate next steps.</p>
<p>Provide additional staffing to support smaller group phonic teaching and a lead role to model, monitor and support the process.</p>	<p>Children have made accelerated progress in progress – however the reception children 23-24 were very low on entry with 50% SEND and 6 EHCPs this means that Phonics needs to be delivered more regularly in smaller chunks – this is heavily staff intensive</p>
<p>Assess and analyse attainment in reading, writing and maths - implement a programme of intervention and classroom support to target specific children</p>	<p>PiXL assessment data shows that those children in receipt of targeted support made good progress. Data in school has shown that children are making accelerated progress towards expected.</p>
<p>Implement a programme of assessment to inform teacher planning of the next steps in learning</p>	<p>The introduction of the PiXL assessment programme has provided clear information to teachers in reading and maths. The use of tutors has enabled children to show progress and improved outcomes in y6. The use of TAs to deliver after school small group support has impacted on the number of children reporting increased confidence as well as increased outcomes.</p>
<p>Provide additional support for children to help them manage their feelings and behaviour</p>	<p>The Learning Support team worked closely with a number of disadvantaged children. They provided additional interventions, support in class and support in managing incidents of poor behaviour. A system of behaviour reviews</p>

	<p>with families demonstrates the positive impact of this work over time.</p> <p>This has been adapted for the 24-25 academic year where one TA will specialise in interventions around regulation and one more reactive regulation in order to meet the needs of children having higher expectations</p>
<p>Provide additional support to families through the work of the Learning Catalyst working directly with families, providing financial support for resources, uniform and learning activities.</p>	<p>the LC continues to provide a vital role in supporting our most vulnerable families. This has contributed to positive improvements in overall attendance data. Parents feel supported through weekly coffee mornings – parent training sessions and drop ins provided by the member of staff.</p>