

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Carpenter CE Primary School
Number of pupils in school	87(November '22)
Proportion (%) of pupil premium eligible pupils	5 FSM PP pupils 6% 2 non FSM PP pupils 3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 -2023/24 2022-23
Date this statement was published	22 nd November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Nichola Stevenson
Pupil premium lead	Nichola Stevenson
Governor / Trustee lead	Abi Craig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,745
Recovery premium funding allocation this academic year	£2000 (updated Jan 2023)
School Tutoring Grant allocation this academic year	-
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	£11,745 + £2000 £13,745

Part A: Pupil premium strategy plan

Statement of intent

Our objective is to instil a thirst for learning for each and every child in our small, nurturing and happy school, this is underpinned through our Christian values and encouraging our children to be 'Contemplative, Courageous and Compassionate' through a vision of Roots and Wings. We aim for each of our children to enjoy their educational journey because they are inspired by effective teaching and learning, they are proud of their learning environment and they are respectful of themselves and those around them. Alongside this, we are committed to ensuring our children are ready for the step beyond Primary school, that they experience responsibility and leadership that gives them confidence to give their views appropriately and they recognise the need to support others around them. Our approach is collaborative, including, families, governors, our WMAT and the community surrounding us.

We know that some of our children are at a disadvantage and vulnerable, through no fault of their own, and this presents barriers. Our intention is to remove or minimise these barriers through a focussed PP strategy.

Our strategies include:

- Establishing positive, working relationships with families to encourage open, constructive conversation
- High quality teaching and learning
- Ensuring books are prioritised for marking and parent consultation appointments are reserved
- Additional adult support within the classroom setting
- Additional specialist provision that may support specific SEND
- Access to /provision of (specific) resources
- Full access to clubs and activities on offer
- Supporting opportunities outside our setting from external, off-site, providers e.g. Dance/music lessons
- Financially supported places on school residential and day trips
- Mental well-being support where appropriate

To emphasise, this strategy should always be delivered discreetly to ensure pupils are at least in line with their peers and so parents feel supported to speak up and seek advice.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning (inc Shine)
2	Impact of pandemic
3	SEND and PP
4	Access to resources, funding for trips
5	Mental well being
6	Accessing external opportunities i.e. clubs in the community to enhance interest
7	Collaborative, engaged, working relationships with parents/carers

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
Gaps in learning for DA and V pupils are clearly identified with additionally clear next steps	Assessment outcomes identify clear progression from starting points. This is reviewed in a timely manner
No disproportionate impact of covid on long term learning outcomes due to impact of the pandemic (keep in for one more year, review 2023/24)	Assessment outcomes identify clear progression from starting points. This is reviewed in a timely manner
Barriers presented as a consequence of identified SEND combined with DA status are broken down and minimised.	Interventions are mapped accurately and early identification of impact is recorded and next steps established accordingly.
The cultural capital of DA is raised	Positive participation in after school clubs, in school events and other extra-curricular activities such as fixtures, performances, trips etc
Pupils present positively in all aspects of school life in line with their peers,	Positive engagement, pride in work, progress in assessment outcomes.
DA pupils have equal access to extending their interest / talent through clubs/activities in the community	Pupils engaged in external interests without worry of financial burden. School identify potential pathways that match interests/talents
Positive working relationships with parents/carers	Attendance at all parent consultations, engagement with external professionals, including SEND. Regular, constructive communication with staff at school

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year, 2022/2023** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 724.50 (+ £720 from Recovery grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional training for staff in specific approaches, in particular, phonics, writing strategies	Training for identified staff who require refresher or complete training. SDP identifies writing as a particular strand	1, 2, 3
Training to support growing profile of ASD/ SEMH children, including PP	Profile of pupils Diagnosis External reports	1, 2, 3, 5, 7
Shine training for TA team and incorporated in QFT (no additional tutor led / catch up funding this year)	Shine is related to standardised assessments Increase workforce who can engage with Shine in lessons as well as intervention	1, 2 3, 5 7
Growing great teachers appraisal format to be used with teaching staff	Increase knowledge of research based best practice that can be disseminated across staff.	1, 2 3, 5, 7
Increasing physical activity and outdoor learning within the curriculum	Active learning increases mental well being alongside developing physical and social progress.	1, 2, 3, 5, 6, 7

In addition to above:

Measure	Activity
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing, Maths and phonics) and previous key stage; those who continue to 'fall behind' / presented with new barriers make accelerated progress and 'catchup' or exceed prior attainment standards.	<ul style="list-style-type: none"> - All disadvantaged children make expected progress (eg. Expected to expected or greater depth to greater depth) from previous summer and from previous key stage results. - Pupils will have regular opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting, maths and phonics. - Support staff and class teachers support learning effectively – addressing misconceptions when pre & post teaching in preparation for future lessons. - Monitored through MAT PP audit
To ensure all pupils are given the opportunity to consolidate basic skills. To ensure children	- Additional intervention sessions will take place – based on gaps in learning and with reference to previous key

<p>who have fallen behind receive targeted high-quality intervention. To embed and sustain a reading culture that's ensures all pupils read regularly and develop a love of books. Pupils read regularly and have access to high quality books for personal and guided reading.</p>	<p>stage result. Interventions will be monitored and the impact of each intervention will be measured.</p> <ul style="list-style-type: none"> - Quantity/quality of reading in each class is at the level for each child. <p>Children are regularly reading for at least 25 minutes per day (20 minutes for KS1).</p> <ul style="list-style-type: none"> - Books to be bought for the library regularly throughout the year and ongoing - Pupils are prioritised in RWI programme in terms of assessment and resources provided. -Use of VIPERS consistently throughout the school to raise engagement and attainment of reading- ongoing - Monitored through MAT PP audit
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> - Head teacher and SENCO identify and support families and children and work to alleviate barriers to learning. - Identified children are invited to Nurture, positive play, and Lego Therapy sessions with support staff. Most vulnerable children are also allocated a buddy (support staff and SLT) who will meet with them regularly and provide support/alleviate barriers – this is all bespoke to the child and family and is sometimes of a discreet nature and not imposed on families
<p>Pupils will have good self-organisation skills, resilience and determination. Pupils will be able to work independently with confidence.</p>	<ul style="list-style-type: none"> - Lesson observations/learning walks and discussions with children show that they have appropriate aged organisation skills and are being encouraged to be independent by all staff. - Pupils show that they are resilient and able to learn from mistakes. Teachers are consistently modelling this behaviour. - Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.

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

Budgeted cost: £ 10,000 (+ 1040 from additional recovery grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify familiar staff to offer additional adult support	Additional CPD for staff Familiarity increases the speed of engagement due to known relationships	1, 2, 3, 5, 7
TA support assigned to classes	Additional targeted adult support assists whole class teacher delivery alongside ensuring learning is accessible for identified pupils	1, 2, 3,

Use of NELI programme to identify and then support pupils who may benefit	Evidence suggests that NELI children make on average 3 months progress in language skills	1, 2, 3, 5, 7
Use Shine resources to address gap in maths and English	Gap analysis from PUMA / PIRA	1, 2, 3
Increase 1:1 reading opportunities for children	Everyday reading supports all children to access learning. Including the RWI programme.	1, 2, 3
Diagnostic testing	Where required – this was invaluable in securing the EHCP last year.	1, 2, 3, 5, 7

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

Budgeted cost: £1020.50 (+ £240 from recovery grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy	Individuals identified who have been impacted by traumatic events, high anxiety amongst other things are well supported by this targeted programme	1, 2, 3, 5, 7
Activators - CDC	Additional young adults who increase the ratios at lunchtime to engage more children in play and physical activity	2, 3, 5, 6, 7
Outside clubs	Extending interest by signposting pupils to well established clubs and organisation – promotes belonging, talent ID, progression and aspiration	5, 6, 7
Celebration and recognition	Children respond positively to praise, boosts self-esteem, responsibility and belonging	1, 2, 3, 4, 5, 6, 7
Playground equipment	Engagement at play and lunchtimes, encourages social interaction and communication	4, 5, 6
Uniform and general resources	Instils pride, belonging and assists organisation	2, 4, 5, 7
Breakfast club and High Flyers (introduced Sept 2022)	Breakfast club provides a positive start to the school day, assists with attendance, assists with wrap around care for parents. The after school club gives additional support for families and children.	5, 7

Total budgeted cost: £11, 745 (£13,745)

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.

Due to COVID-19, performance measures continue not to be published for 2021 to 2022, results will not be used to hold schools to account.

Academic year 2021 – 2022

Action / activity	Cost
Staffing (TA support, Breakfast Club contribution)	£9,456.50
Extra –curricular clubs and activities	£759
Intervention – Shine programme	£100
Breakfast Club	£700
Diagnostic testing	£1200
Trips and visits	£159
Play therapy	£300
Total	£12,674.50

This data does not include non FSM PP children

Non FSM PP

These children (small numbers) both completed 2020/21 on track to at least meet expected and GD, not interruption to progress.

1 pupil comes under SEND & PP(FSM)

EYFS

PP (1 pupil) – did not meet ELG

Barriers to learning applicable to the 2022-23 Pupil Premium cohort (FSM/Non FSM)	
	Impact of the pandemic
	Gaps in learning for some pupils.
	Additional Special Educational Need, specifically with no diagnosis or previous intervention
	Behavioural/Emotional Needs – mental well being
	Lack of access to cultural opportunities outside school.
	Lack of funding for resources, trips etc.
	Increased levels of anxiety around learning.
	Low aspiration, mental well-being of adults at home

This is a varied cohort in terms of attainment, background and learning need. All of these children are subject to one or more of the barriers to learning listed above.

In academic year 2021-22, Pupil Premium funding was used in the following ways:

In line with what we know about the positive impact on attainment of investment in high quality staffing, the main focus for Pupil Premium spending was on additional staff hours and training to provide impactful additional support within the classroom and through focused interventions by:

- The funding of specific Intervention Teaching Assistants in Key Stage 1 and Key Stage 2.
- The part funding of TA hours to work with Pupil Premium pupils in both Key Stages, ensuring sufficient TA support within classes in both key stages where there were clusters of PP pupils with additional needs.
- Through the above, the provision of small group and 1 to 1 personalised learning programmes to meet the needs of individual children, either by the TA or the class teacher, which has focused on aspects of literacy and numeracy, as well as behaviour support.

In addition to this, funding has been used for:

- To cover the costs of any training needs identified to support the learning and behaviour support needs of FSM individuals/groups so that additional support is skilled and purposeful.
- Funding for music tuition where it was felt this would raise ‘cultural capital’/pupil confidence.
- Additional support through breakfast Club where it was judged that this was necessary to support the family in ways which would have a positive impact on the punctuality, well-being and learning of the pupil.
- Play therapy
- Additional ICT support and resources during lockdown
- Providing all materials (print outs etc) where this may not be accessed at home

Supporting evidence research links

[Metacognition and self-regulation | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/our-work/our-research/metacognition-and-self-regulation)

[Developing Great Teaching - Teacher Development Trust \(tdtrust.org\)](https://www.tdtrust.org/)

[Attachment Research Community Call to action document.pdf](#)

[Addressing Educational Disadvantage in... | Unity Research School](#)

[Phonics | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/our-work/our-research/phonics)

[reading_for_pleasure.pdf \(publishing.service.gov.uk\)](#)

[Use and perceptions of curriculum support resources in schools
\(publishing.service.gov.uk\)](#)

[The Relationship between Children's Wellbeing and their Educational Outcomes
\(publishing.service.gov.uk\)](#)

[Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal
Studies - IFS](#)

[Breakfast clubs found to boost primary pupils' reading writing... | EEF
\(educationendowmentfoundation.org.uk\)](#)

[Promoting children and young people's mental health and wellbeing
\(publishing.service.gov.uk\)](#)