



# Stoke Bishop C of E Primary School

## 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	Stoke Bishop CofE Primary School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	David Forrester
Pupil premium lead	Heather Whittard-Jones
Governor / Trustee lead	Helena Richards

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,244
Recovery premium funding allocation this academic year	£5,836
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£N/A
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,080

# Part A: Pupil premium strategy plan

## Statement of intent

### 1. **Long-term plan objectives:**

- *Raise attainment in rwm, with pp pupils consistently narrowing the gap with non-pp pupils*
- *Broaden the range of provision for pp pupils to improve accuracy and impact of interventions and support*
- *Improve the effectiveness of engagement & participation from parents of pp children for long-term impact*

### 2. **How does your current pupil premium strategy plan work towards achieving those objectives?**

- *Restructuring of the teaching teams into Hubs, with fixed, full time support staff, has improved teacher awareness and responsibility for the progress of PP children.*
- *QFT planning for the needs of the whole group has gradually improved in considering how best to support children through a range of strategies that do not resort to withdrawal for intervention.*
- *The development of support staff as integral to the on-going learning of children has significantly changed the level of engagement and responsibility for pupil outcomes. Teaching Assistants have a much stronger understanding of individuals across their curriculum / school experience which is informing the nature of QFT as well as intervention provision. QFT and Interventions were beginning to show impact in school through this at the point of Mid Term assessment in March 20.*
- *Work throughout the lockdown (March – June), supported identified vulnerable children but only where they and parents were willing to engage.*
- *The Top 10 strategy has increased wider awareness amongst teachers and TA's of PP children's needs and understanding of the barriers they face.*
- *Review of the Top 10 strategy has led to a much tighter framework of strategy and support meetings between the Inclusion lead, Top 10 champions and Hub Leads over a sequence of terms*

### **A. What are the key principles of your strategy plan?**

#### **High Quality T&L**

- *Curriculum Development*  
Revision of the curriculum is focussed on improved teacher skills and conceptual development for effective retention and broader cultural capital experiences.
- *Teacher upskilling*

Focus on improving teacher understanding of core T&L strategies to improve pupil independence, oracy and engagement with the learning. By enabling children to take responsibility for their learning we can ensure that we provide opportunities for them to build their self confidence, and self esteem which is continually seen to undermine consistent progress and attainment.

- *Pupil Progress Meetings*

*Will focus on those PP children not showing academic attainment / progress consistent with their peers, and using a revised intervention list to support staff in providing effective interventions to address the need.*

- *Reading*

- A new expectation around daily reading will maintain classteacher focus on any children and particularly PP, who are not engaging sufficiently with reading books. Once we have more opportunity for parents to be in school this will also be encouraged through support and participation of parents as Reading Volunteers

### **Targetted Academic Support**

- *TA Training on interventions*

Auditting of available resources will enable us to identify those that remain relevant, remove those that no longer support effective provision. New resources are being purchased to develop specific skills for pupils: Word Aware, Language for Behaviour, Lego Therapy. Training will be given for all Teaching Asst staff in those areas that are age appropriate.

- *Tuition*

All PP children in Y6 have received tuition in 2020-21. All PP children in Y5 and Y4 will receive a tuition programme for Maths / English as necessary. Delivered by school based, experienced teaching staff.

- *Phonics*

The revised approach to Phonics will continue and includes the purchase of new materials (Big Cat) to support the effective application of phonic knowledge to specific reading progress in banded books.

### **Wider Strategies**

- *Top 10 Champions*

Each Hub has a recognised member of the team who has the role of 'Top 10' Champion with a brief for ensuring a clear overview of PP children in relation to their success in school. This is focussed on home and school, covering social and academic success with a view to developing a sense of 'belonging' to the school community and wider society. They monitor individuals through a matrix of indicators and maintain regularly reviewed support plans with parents and teachers for each PP child.

Strategic support from the Inclusion Lead will ensure that the 'Top 10' strategy is focussed , monitored and evaluated on a termly basis.

- *Hub structure*

The implementation of 'Top 10' focus groups in each Hub has been reorganised and will be monitored more effectively through regular Team and individual meetings. They will have a particular focus of addressing the social & emotional

needs of PP children that are generally more in evidence as a result of the lockdown.

- *Family Link Worker*

In support of parental engagement and participation, school will appoint a Family Link Worker (FLW) to work specifically on communicating openly and effectively with identified parents in order to overcome some of the barriers identified for Pupils. *She will work alongside TA's as part of the 'Top 10' strategy to link up school / home objectives for children where this is not making a difference.*

- *Pastoral Team*

A Pastoral Team has been created to focus on the interconnected issues of Vulnerable children in school, including Pupil Premium children. It focusses on the wider context of each child and is aimed at addressing specific areas of need in order to help children (and their families) to address challenges with support. The team comprises: DSL for Safeguarding, SENDCO, Family Link Worker.

- 

## Challenges

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

Challenge number	Detail of challenge
1	<i>Initial benchmarking indicates that PP children have struggled to continue progress – and for many they have regressed in their core curriculum skills, stamina and ability to focus independently.</i>
2	<i>Interventions showed a lack of clarity between programmes and general 1-1 / small group support, lacking entry and exit criteria or full evaluation of effectiveness.</i>
3	<i>Mid Term data identified the increasing progress gap for PP children in Reading. This was most apparent in KS2 but also in groups of children in Y2, where the restructuring of the Phonics provision has not impacted. Data Analysis identified Reading as the key area of focus for impact but this has been delayed by the lockdown. It has now therefore become a key objective in the SDP.</i>
4	<i>The impact of Lockdown has meant that PP children have not sustained initial progress or embedded the gains made.</i>
5	<i>We have a large number of children (51%) whose progress is poor and the engagement of parents in supporting them has been very low – either in total or in practice. We need to reconsider specific strategies for engagement and participation of parents, especially understanding their</i>

	<i>own personal barriers, if we are to achieve any embedded success for these children</i>
6	<i>Adjustment to and learning about the possibilities of the new structure dominated staff working from September to December. January demonstrated a more focused approach to the setting up of support strategies and interventions for PP children but were only beginning to impact for some children as Lockdown was implemented.</i>
7	<i>Strategic overview and monitoring of Top 10 has not been sufficient in giving TA's clear guidance, expectation, strategies or resources to support children effectively. This has resulted in an inconsistent approach, with varying degrees of impact.</i>

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
1. Improve the overall use of data / information for understanding the specific needs of each PP child	Increasing numbers of PP Pupils making at least expected progress on an annual basis as they progress through the school.
2. To implement and refine a 'Top 10 strategy' in each Hub designed to ensure explicit impact on the social, emotional and academic progress of PP children	An increasing percentage of PP children feel confident about themselves as learners, and demonstrate improvement in data
3. Monitor the progress of PP children as a key data group throughout the year for the ongoing review of provision needed and the impact arising	The gap between PP / All children reduces incrementally from 2021-23
4. To effectively allocate staff in identifying the priority barriers impacting on PP children and their families.	All Hub champions / Inclusion Lead have clear evidence of the impact on PP children they have worked with
5. Increase training for teaching staff in specific intervention programmes for improved acquisition of academic skills	Intervention overview demonstrates a wider range of proven, effective provision available within school
6. Implement direct intervention / support as required to impact on the priority barriers faced by PP children	Monitoring of PP children indicates that all have received / are earmarked for relevant support to address their needs

<p>7. Use regular monitoring and support sessions for Hub staff in identifying and impacting on barriers.</p>	<p>Annual Report is able to quantify an increased level of confidence and satisfaction with the role of Hub Champion</p>
<p>8. To create specific 1-1 and small group opportunities for developing parental understanding and support of children's academic skills</p>	<p>Increased numbers of identified parents engaging with the offer of support</p> <p>Increased numbers of PP children with EAL are able to access the curriculum and wider school activities</p>
<p>9. Build effective relationships with parents that promote open dialogue around the home context and the barriers that exist to their support of children's needs</p>	<p>Increased numbers of identified parents engaging with the offer of support</p>
<p>10. Develop effective procedures for providing direct support and signposting to external agencies as needed</p>	<p>Number of referred cases has dropped over the period due to reduced need</p>
<p>11. Focus on creating opportunities for the inclusion of 'isolated / disengaged' families within the school community</p>	<p>PP children and their parents are no different statistically in their participation in events throughout the year.</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: £ 7,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focus on individual progress of PP children in PPM's</i>	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1
<i>Termly meetings with 'Top 10 Champions'/ Inclusion Lead focus on supporting children's Social &amp; Emotional skills to underpin consistency of progress.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	2
<i>Revision of the whole school curriculum ensures all children, and disadvantaged children in particular, receive a curriculum that delivers strong learning skills, alongside relevant content and cultural capital</i>	Curriculum research documents demonstrate the effectiveness of a curriculum that is based on specific drivers, promotes key concepts and is part of a consistent progression across the primary age group. Recruitment of skilled Deputy Head to lead this strategic area <a href="https://www.gov.uk/government/collections/curriculum-research-reviews#research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews#research-reviews</a>	5
<i>Auditing and revision of Phonics provision in EY, KS1 and KS2.</i>  <i>Teacher training on the principles, specific progressions and relevant materials purchased</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: £ 51,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Top 10 children receive regular intervention/ opportunities for reflection on key learning habits/ skills as well as their interests</i>	Children who have support from home are far more likely to develop good, sustained learning habits <a href="#">EEF Parental Engagement Guidance Report.</a>	2
<i>Hub Champions will spend time building effective relationships with children in order to gain a strong understanding of their context</i>	Building effective relationships with pupils that help to build an understanding of their in-school and home situation. <a href="#">EEF Parental Engagement Guidance Report.</a>	4
<i>1-1/small group tutoring enables pupils to develop core skills for impact on class learning</i>	EEF Toolkit suggests that pupils can improve up to +6months with well delivered tuition. <a href="#">EEF Toolkit</a>	3 / 4
<i>PPM's to identify appropriate intervention needs for all PP children</i>	Using outcomes from standardised tests/ intervention data to support discussions around specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	6
<i>Increased number of interventions implemented with specific entry/ exit data</i>	Effectiveness of interventions is key to ensuring children receive appropriate support within an appropriate timescale <a href="#">EEF: Making Best use of Teaching Assistants</a>	6
<i>Parents of identified children to be invited in for specific 1-1 sessions/ group sessions to increase their confidence, skills and commitment to supporting their children</i>	Enabling children and parents to develop effective relationships and dialogue around learning can help to build self esteem for both <a href="#">EEF Parental Engagement Guidance Report.</a>	5



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

Budgeted cost: £ 7,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use Data Analysis Reports for direct reference/ information for all staff to identify appropriate strategies</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1
<i>Attendance meetings will explore the barriers that contribute to slower progress from a parental perspective in order to find sustainable solutions</i>	Exploring the issues and finding solutions with parents means listening to and agreeing effective strategies and targets  <a href="#">EEF Rapid Attendance Review</a>	4
<i>Top 10 structure is monitored and led through termly group meetings providing a basis for regular review and evaluation of practice with Inclusion Lead support</i>	Effective monitoring of practice to maintain focus and consistency  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	7
<i>Use of Learning Meetings to engage fully with parents around the learning agenda for their children</i>	Supporting children and parents to develop effective relationships and dialogue around learning can help to build self esteem for both  <a href="#">EEF Parental Engagement Guidance Report.</a>	5
<i>Explicit 1-1 communication with/ invitation to all parents of identified pupils to learning meetings, parent workshops/ events and information sessions</i>	Effective parental engagement means developing a sense of 'belonging' to the community for identified parents as well as pupils.  <a href="#">EEF Parental Engagement Guidance Report.</a>	5
<i>Support for specific children to participate in Extra-curricular activities</i>	Activities based on parental / child feedback that we are able to offer in school as part of an extended/ wraparound care. Aimed at expanding pupil's experiences, relationship groups and confidence / self-esteem	5

**Total budgeted cost: £ 65,758**

## 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.

- A. PP level in KS1/2 outcomes for July 2022  
Y1 Phonics – All = 82%. PP children = 25% (1 out of 4 chn)  
Y4 Tables – All = 82%. PP children = 70% (7 out of 10 chn)  
KS1 RWM – All = 73%. PP children = 0% (0 out of 2 chn)  
KS2 RWM – All = 77%. PP children = 50% (4 out of 8 chn)  
The gap still clearly remains between the attainment of ‘All’ and ‘PP’ children. There are significant contextual needs that affect some of the individual outcomes and whilst clear progress was made in children’s attainment they were just below the overall scaled score to meet the expected standard. The progress these children made from the return to school in March 21 to the tests in May 22 demonstrates that the specific interventions implemented as well as the wider strategies had a very positive impact on all of these children and was clearly impacting on their range of needs.
- B. Internal PP data indicates that a majority of pupils have begun to close the gap through increased progress (+4). This is consistent with improvements in outcomes through interventions and 1-1 tuition. Statutory outcomes indicate children continue to be above national PP levels but still below National outcomes for ‘All’ children. The gap between ‘All’ and PP children in school, for statutory outcomes, persists.
- C. All Top 10 Champions have been able to identify progress across their matrices for most children. Where this has not occurred, complicating additional barriers have been identified for pupils and families. This does not yet translate into academic progress for many of the identified pupils.
- D. Monitoring of PP children through the Top 10 role has proved valuable in maintaining a focus on these children, their needs and their achievements. This has affected class teacher practice as well as interventions.
- E. Social & Emotional interventions remain extremely important in the range of relevant provision for identified Top 10 children. Pastoral overview of needs has resulted in expansion of bought in external provision – eg School counsellor, introduction of core strategies such as Lego, school financial and organisational support to provide aspects such as holiday club days, extra-curricular club fees and food voucher support.
- F. The developing of skills in the Top 10 Champions role has been hampered by Covid illness or consequential staffing capacity. This is expected to have much less of an impact next academic year.

- G. 1-1 Tuition has proved successful in developing confidence in Maths and Literacy. There is sufficient evidence and learning to support the use of this strategy in particular for core skill development.
- H. QFT strategies focussed on developing pupil attainment in specific screening / testing (Phonics & Tables) demonstrates that PP children are generally still not achieving the expected level but that the interventions, once employed, have impacted on their progress at an accelerated level. We can now implement these strategies from the beginning of a school year to achieve full impact. Embedding of strategies is expected to provide a better accumulative impact by the end of this plan.