

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	Bishop Martin CE Primary
Number of pupils in school	20
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2001-2022 2022-2023 2023-2024
Date this statement was published	December 23
Date on which it will be reviewed	July 24
Statement authorised by	Jill Broom (Headteacher)
Pupil premium lead	Andrew Davies
Governor / Trustee lead	Steve Row / Mark Benson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,180
Recovery premium funding allocation this academic year	£2,810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38,990
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention at Bishop Martin Primary School, Woolton is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Bridge the Attainment Gap- Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged. This is evident from Reception through to KS2 and in general, is prevalent among our disadvantaged pupils than our peers.
2	Learning Attitude- Children need to display a positive attitude towards learning, we need to inspire our children to enjoy school and learning. We need to monitor this via pupil voice and attitudes towards learning.
3	Attendance- Our attendance data has shown that our PP pupils are attending at a similar percentage to non-PP children, we need to continue to monitor this with the attendance team to ensure that this continues to be the case.
4	First-hand experiences – Due to Covid-19, pupils have experienced a lack of first-hand experiences and we need to ensure that over the next 3 years that children are given the opportunities to experience a range of high-quality first-hand experiences in and out of the classroom.
5	Parental engagement- Lack of parental engagement can negatively affect the development of children eligible for PP. Lack of support educationally, socially and emotionally can negatively impact the progress of the children.

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
Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

among disadvantaged pupils.	engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show progress of disadvantaged pupils is in line with all pupils or above.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show progress of disadvantaged pupils is in line with all pupils or above.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain educational, social and emotional support for pupils eligible for PP from families and improve attendance for all pupils particularly PP pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils of 98%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being below 5%. • Engagement with school activities e.g. extra-curricular clubs will increase. Parents will engage with parent workshops and support pupils eligible for PP with learning e.g. homework tasks.

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: £ 21,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide children in UKS2 with smaller, targeted groups for Maths. Use staff specialisms to deliver high-quality, personalised sessions for children with various abilities.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix</p> <p>Academic data for all children including pupil premium in 2022-2023 is significantly above the national average for KS2. This evidence suggests that our approach of providing additional specialist teachers into Year 6 has had a positive impact.</p>	1,2
<p>To develop and enhance a 'mastery' approach to the delivery of maths across the school.</p> <p>Lead teachers to take part in maths mastery CPD with NW3 maths hub.</p> <p>Lead teachers to deliver training to staff team on this.</p>	<p>https://educationendowmentfoundation.org.uk/publications/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p> <p>Academic data for 2022-23 has shown above the national average for KS1. This evidence, in addition to evidence from our KS2 results, show that additional specialist teachers are having a positive impact. This applies to all children at Bishop Martin, PP figure data above national average.</p>	1,2
<p>To improve the attainment and progress of PP children in Upper Key Stage 1.</p> <p>To use an additional adult</p>	<p>https://educationendowmentfoundation.org.uk/publications/Review_of_Attainment_Measures_final.pdf</p> <p>Academic data for 2022-23 has shown above the national average for KS1. Extra adult support therefore is having a positive impact.</p>	1,2

within KS1 to support identified PP children with their maths and English.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the level of PP attainment and fluency within the PSC. Fund teachers/support staff to deliver small group sessions with PP children who would benefit from further support with Phonics.	https://educationendowmentfoundation.org.uk/publications/Review_of_Attainment_Measures_final.pdf Research has shown phonics teaching should be matched to pupil's level of skill. Therefore, phonics-based interventions will be provided for identified pupils.	1,2
To improve children's mental wellbeing and behaviour.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-interventions	2,3,4

<p>Provide small, flexible mentoring sessions for identified children. Sessions will aid pupils with their school life and aim to improve behaviour and attitudes to learning.</p> <p>Specialist staff CPD and use of academic mentor to deliver daily sessions.</p>	<p>learning-promoting-protective-factors-to-support-pupil-wellbeing?utm_source=/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing&utm_medium=search&utm_campaign=site_search&search_term=wellbeing</p> <p>https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf</p> <p>Since the pandemic, research has shown mental health has been negatively impacted.</p> <p>We have Identified mentors who will support pupils to improve mental health and wellbeing.</p>	
<p>Interventions that address barriers to learning.</p> <p>Pupil's access 1:1 and small group support across the curriculum. Children's reading level monitored by accelerated reader and improved with Spelling Shed.</p> <p>Maths skills to increase with use of TT rockstars and MyMaths.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Academic data for 2022-23 has shown above the national average for KS1. This evidence, in addition to evidence from our KS2 results, show that additional specialist teachers are having a positive impact.</p>	1,5
<p>National Tutoring Programme</p> <p>Employ academic mentor -</p> <p>Pupils to receive an additional tuition across the school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2

	Teachers and academic mentor working together to identify areas of development for all children in particular PP children. Targeted intervention then takes place and has a positive impact.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £ 7677

Activity	Evidence that supports this approach	Challenge number(
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School to provide funding for PP children to attend enrichment activities and provide pupils with various environments to learn and develop new skills.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://schoolsimprovement.net/learning-a-musical-instrument-linked-to-higher-results-in-other-gcses-study-finds/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>Following the evidence above, as a school we will aim to provide rich, character-enhancing opportunities outside of the curriculum for pupils to develop and experience.</p>	4,5
To provide additional IT resources. Targeted children to receive support with using devices at home. Pupils will be able to access online learning platforms and attend any online teaching	<p>https://www.nfer.ac.uk/news-events/nfer-blogs/supporting-pupil-recovery-following-lockdowns/</p> <p>https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf</p> <p>We need to provide additional IT resources wherever necessary has increased. As suggested in the evidence below, technology will be used to support and supplement learning rather than replace other learning activities.</p>	2,3,4,5
To provide support for mental health, well being and positive behaviour Targeted children to weekly receive support with school dog/guinea pigs to build up confidence	<p>https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf</p> <p>Since the pandemic, research has shown mental health has been negatively impacted.</p> <p>We have Identified mentors who will support pupils to improve mental health and wellbeing.</p>	2,3

and promote positive behaviour such as completing homework and for attendance/punctuality.		
Support pupils' social, emotional and behavioural needs through trauma-informed practice.	<p>https://www.traumainformedschools.co.uk/home/evidence-base</p> <p>Staff to have access to LDST staff who have been Identified and will complete a 'Diploma in Trauma and Mental Health Informed Schools and Communities' and share these expertise amongst wider staff team.</p>	2 and 5

Total budgeted cost: £ £38,990

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 2022 to 2023 academic year.

High Quality Teaching

End of KS2 assessment data from 2022-2023 shows to be significantly above national data in all 3 areas. Children in Year 6 were split into smaller teaching groups for Maths, English and Reading. The children stated – “Working in a smaller group allowed me to feel confident in my learning and I could get further help when I needed it”. Children working in the smaller groups made accelerated progress compared to when they worked in large cohorts.

End of KS1 assessment data shows maths and writing to be significantly above national data. Reading data is also above national average. A breakdown of this can be found on the school website. That data further encourages us to continue with our approach of providing additional specialist teacher into identified year groups for 2023-2024.

<https://www.bishopmartince.co.uk/page/dataresults/44541>

Targeted Academic Support

Children who enrolled onto the Reading Recovery programme did make significant progress and were able to succeed on the course. Children progression was increased compared to their peers and the children on the reading recovery programme passed the phonics screening test. We will be continuing to train staff to focus on the Reading Recovery programme as additional to the specialist teachers to further enhance our teaching of reading across KS1 and KS2 for the current academic year.

We have found swapping from a school-based tutor to a full-time academic mentor a success in its first year. The academic mentor has become an integral part of school life. They have been able to work with over 50% of the schools' pupils and spent time with all PP children. She delivered academic intervention in Maths, English and Phonics plus social and mental health interventions. The end of year data across the school from completing NFER and end of KS1/KS2 results have shown a further positive impact on the children's scores compared to pupils who did not receive further intervention from the academic mentor.

Wider Strategies

Attendance was a whole-school priority for all our pupils, including those at a disadvantage. Attendance figures for the academic year show the school at overall attendance at 97%, our disadvantaged pupil's attendance was in line with the school average. We had improved on

previous years with no children at end of year PA. The school's attendance figures were strong compared to national and trust data, but we will remain focussed on closing the attendance gap.

Due to analysis of the cohort of pupils, with the additional impact of coming out of the pandemic, providing first-hand experiences and extra-curricular activities was another area of focus. We were able to provide opportunities of a residential to children in all years from Year 2 to Year 6, with a subsidised cost to all pupils and further financial support to disadvantaged/identified pupils. This enabled uptake in the offer to increase to 90% of our disadvantaged pupils in years 2 to 6 attending at least one residential. School will continue to provide rich, first-hand experiences that enable pupils to flourish in all aspects of life. Our INSPIRE plus curriculum was a success with 100% of disadvantaged children attending at least 1 after school club during the academic year. Pupil voice gathered showed how attitudes towards school have increased due to the excellent opportunities we provide our children. The children have enjoyed having an input into the clubs they can attend. They also enjoy the amazing residential that they have access to – “we get to experience things that we would normally never do”.

It is noted that the outcomes identified within this strategy are on course to be met by the end of this plan. 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