

# Pupil premium strategy statement – Bishop Pursglove Primary School 2023-24

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. This statement is a 3 year plan 2022-2025.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	20/12/24
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Craig
Pupil premium lead	Sarah Craig
Governor / Trustee lead	T Webb

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23680
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£23680

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention 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 are involved in termly Pupil Premium network events and look closely at the information shared on the EEF website and by other professional bodies. We use this research and internal evidence such as pupil voice, parent surveys and attendance data to inform our decisions and support our continuous professional knowledge and understanding of the needs of our pupils.

High-quality teaching is at the heart 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.

Common barriers to learning for disadvantaged children within our school include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupil needs through termly Pupil Progress Meetings, so that they are fully aware of strengths and weaknesses across the school.

### Key Principles

- To ensure high quality teaching, assessment and a curriculum which responds to the needs of pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Ultimate Objectives

- To develop the school curriculum, so that it builds on the pupils' knowledge and skills to help them to achieve age related expectations and to prepare them for their place as responsible citizens in their community.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- To improve attendance and punctuality so that our school is in line with or above National Averages.
- To support pupils social, emotional and behavioural needs.

### Achieving These Objectives

- Invest in Cornerstones Curriculum Maestro to ensure a knowledge rich, broad and balanced curriculum that builds on the pupil's knowledge and skills and helps to develop independent learners who achieve age related expectations.
- Provide small group support, 1:1 support with experienced staff and specific interventions intended to raise attainment and close the attainment gap.
- Provide support to children and families who struggle with attendance with regular attendance meetings and building strong, supportive relationships with parents/carers.
- Provide behaviour and nurture support for children to ensure provision of activities to engage and promote positive mental health and providing 1:1 support for individuals where required.

In addition we will:

- Pay towards all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## **Challenges**

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

Challenge number	Detail of challenge
1	A gap in attainment between disadvantaged and non-disadvantaged pupils.
2	Low attainment on entry to the Early Years Foundation Stage, in particular in the area of communication and language, phonics and early reading.
3	Significant behaviour difficulties.
4	Attendance and punctuality issues.
5	Low aspirations and self esteem.

## 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 (challenge number)	Success criteria
<p>To raise the progress and attainment in reading for disadvantaged pupils (2)</p> <p>Explicit teaching reading comprehension strategies High quality texts Protected time for subject leaders</p>	<p>Achieve national average progress scores in KS1 and KS2 reading SATs.</p> <p>Y1 phonics and Y2 re-test phonics checks are in line with or above National Average.</p> <p>High quality teaching evident throughout the teaching of phonics. Little Wandle tracking data shows progress made and is used to identify children who require 'keep-up', 'catch-up' or SEND provision.</p>
<p>To improve outcomes in writing, in particular through a range of extended writing opportunities and the development of a strong and clear curriculum. (1,2)</p> <p>Explicit oral feedback at the point of learning Protected time for subject leaders Use DDAT writing grids to track progress and set targets</p>	<p>Pupils in Y6 make progress in line with national expectations. Pupils in each year group to make at least expected progress. Cohort achievement is in line with or above age-related expectations for all year groups (from relative starting points in relation to SEND).</p>

	<p>Improvement in pupils' writing across all of the curriculum. An improvement in handwriting and spelling throughout the school.</p> <p>Curriculum Maestro, Charanga and Get set 4 PE resources are clearly embedded within our two-year teaching cycle.</p>
<p>To improve the attainment and progress in reading by focussing on early reading and phonics for those who require it. (1,2)</p> <p>Teachers reading aloud across the curriculum</p> <p>Explicit feedback</p> <p>Protected time for subject leaders</p> <p>Explicit teaching of reading comprehension strategies</p>	<p>Y1 phonics and Y2 re-test phonics checks are in line with or above National Average.</p> <p>High quality teaching evident throughout the teaching of phonics. Little Wandle tracking data shows progress made and is used to identify children who require 'keep-up' provision.</p> <p>Little Wandle catch-up for children in KS2 is embedded and tracking evidence shows significant progress to close the attainment gap.</p> <p>A love for reading is promoted throughout the school through quality guided reading texts, class novel, class poems and shared story time.</p>
<p>To further improve attendance and punctuality so that our school is above the national average.</p> <p>(4)</p>	<p>There is a strong, positive focus on improving attendance and punctuality through regular interaction with parents, attendance meetings and daily check ins.</p> <p>Attendance is at least 96% and punctuality is above 98% each term.</p>

<p>To maintain and improve pupil's engagement in school and behaviour for learning so that pupils' attitudes to all aspects of their learning are consistently positive.</p> <p>(3, 5)</p> <p>Pupil and parent voice</p> <p>Review behaviour policy</p>	<p>There is a calm and orderly environment in the school and classrooms. There are clear expectations for behaviour across all aspects of school life, which are consistently applied. There is a positive and respectful school culture in which staff know and care about pupils.</p> <p>Pupils display increased levels of confidence, resilience and independence in their work and attitudes towards their learning. Pupils persevere when challenges appear difficult.</p> <p>In-house transition from R &gt; Y1, Y2 &gt; Y3 and Y6 &gt; Y7 with the high school is effective and helps children to make the next move in their education.</p>
<p>To develop pupils' attitude and emotional wellbeing through nurture.</p> <p>(3,5)</p> <p>Parent and pupil voice</p> <p>Work with family support worker and inclusion teacher</p>	<p>Sustained high levels of well-being are demonstrated by 2024/25 by:</p> <p>Increased levels of pupil confidence, resilience and independence in their work and attitudes towards their learning.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observation.</p> <p>A significant increase in pupil participation in enrichment activities and clubs, particular among disadvantaged pupils.</p> <p>Pupils who may require additional support are having their needs met leading to improved attendance, improved well-being and high-quality learning.</p>

<p>Ensure the school's curriculum, for all pupils including PP and those with SEND, is broad, sequential and provides pupils with the knowledge and skills required. (1,5) Annotate planning to fit the context of the school Protected time for subject leaders</p>	<p>The school curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, working towards clear end points. Medium term plans are in place for all subjects. Plans take into account and build on previous learning.</p> <p>Curriculum Maestro, Charanga and Get set 4 PE resources are clearly embedded within our two year teaching cycle.</p>
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## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>DDAT training for Subject Leads Training – quality first teaching Subject network meetings Subject lead monitoring time Cornerstones training</p> <p><b>£1500</b></p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of DDAT.</p> <p>We are part of the Nottinghamshire Maths Hub.</p> <p>Staff are released according to monitoring schedule to enable them to lead their subject effectively.</p> <p>Cornerstones training for subject leads.</p> <p>EEF key findings: Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of highquality curriculum materials, or investment in the use of standardised assessments.</p> <p><a href="#">Pupil Premium menu evidence brief.pdf.pdf</a> <a href="#">(d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1,2</p>
<p>To continue to invest in the phonic programme Little Wandle to develop early reading skills.</p> <p>Provide keep up intervention and phonetically matched books tailored to each child’s phonic stage.</p>	<p>On entry to Reception, most children have low language and communication skills. Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>EEF key findings: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1,2</p>

<p>Little Wandle yearly subscription</p> <p><b>£750</b></p>	<p><a href="#">Phonics   EEF</a></p> <p><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Comprehension weaknesses identified: understanding of vocabulary and why words/phrases are chosen. Pupils ability to read for longer periods and answer questions in a timely manner (reading stamina)</p> <p>EEF Key Findings: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics keep-up sessions targeted at disadvantaged pupils who have been identified as early readers in year 2.</p> <p><b>£1,508</b></p>	<p>Recent internal data shows that all children in KS2 identified as early readers have now successfully completed the Little Wandle catch-up programmes and have exited the Little Wandle scheme. Children within KS2 who have been identified as early readers with SEND are on the Little Wandle SEND programme which is specifically tailored to their individual needs. looking at the quality of reading books used in Phonics. Investing in a validated scheme with carefully matched books has resulted in this progress.</p> <p>EEF Key Findings: Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,5</p>

<p>Ensure adequate staffing, through support staff (additional TA hours), is provided to each class/year group to allow for immediate intervention at the point of learning.</p> <p><b>£14,521</b></p>	<p>High quality initial instruction with trained staff who can make formative assessments set learning intentions as well as identifying learning gaps at the point of learning. Feedback at the point of learning focuses on moving learning forward, targeting the specific learning gaps that pupils exhibit in a timely manner.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1,2,3</p>
<p>The provision of staff to support specific children identified with behavioural issues.</p> <p><b>£1,508</b></p>	<p>Behaviour interventions / check ins have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing suspensions that remove pupils from school for periods of time.</p> <p>EEF Key Findings: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. Approaches that involve self management have been found to have the highest impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,5</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning through adoption of SEL approaches.</p> <p><b>£3,135</b></p>	<p>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):</p> <p>EFF Key Findings: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3,5
<p>Improved attendance and punctuality:</p> <p>Early morning interaction with</p>	<p>Attendance figures need to improve for Pupil Premium pupils so they are in line with none pp pupils.</p> <p>A higher percentage of PP pupils are late to school than non-Pupil Premium pupils.</p>	4

<p>disadvantaged pupils at the gate on entry to school and then within the period of registration.</p> <p>Immediate and swift follow up on absence.</p> <p>Teaching staff routinely check 'readiness for learning' through non negotiables.</p> <p>Poor attendance addressed by school team, with positive rewards for good attendance – class team rewards and individual rewards</p> <p><b>£484</b></p>	<p>Non-negotiables drawn up following PP Network meeting within MAT that identified good practice within similar and nearby schools.</p> <p>These reflect some of the most successful approaches across our schools.</p> <p>Lessons learned from previous academic year shows that attendance improved when followed up immediately and relationships made with the families.</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p><a href="https://www.cloudfront.net/d2tic4wvo1iusb/EEF_Parental_Engagement_Guidance_Report.pdf">EEF Parental Engagement Guidance Report.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p>	
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<p>To develop disadvantaged pupils' engagement in school through providing support for parents with uniform, extracurricular activities and trips.</p> <p>Funds allocated to support pupils with attending after-school clubs and to subsidise the cost of trips and residential.</p> <p><b>£1775</b></p>	<p>For many of our pupils the only time away from home during the year is on school trips and residential. It is essential for their own wellbeing that they are provided with a range of opportunities and experience throughout their time at school.</p> <p>A wealth of evidence suggests that outdoor learning in the form of residential programmes and school trips can be a major contributor to good health and mental wellbeing for our children.</p> <p>Primary-aged children taking part in activities often display improvements in their resilience, self-confidence, and their ability to get on with and relate to peers, which in turn boosts their sense of belonging.</p> <p>Team-work builds trust, as well as skills such as collaboration and communication – all of which can support attentiveness, concentration, and performance in the classroom</p> <p>Studies carried out by Dr John Allan, show that carefully constructed and facilitated outdoor learning can bring lasting benefits to primary children, especially when it comes to preparing them for transition (Slee &amp; Allan, 2019; Allan et al, 2014).</p> <p><a href="https://www.headteacher-update.com/content/best-practice/the-many-benefits-of-school-trips-and-outdoor-adventure-residential">https://www.headteacher-update.com/content/best-practice/the-many-benefits-of-school-trips-and-outdoor-adventure-residential</a></p>	<p>2,3,5</p>
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**Total budgeted cost: £**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**2023-24**

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal formative and summative assessments.

The data demonstrates that in KS2 attainment (reading/writing/maths) combined in 2024 disadvantaged pupils achieving the expected combined level is still below that of non-disadvantaged children.

In KS1 attainment disadvantaged attainment was below non-disadvantaged. This is difficult to compare as there were only 3 disadvantaged pupils compared to 10 non-disadvantaged pupils.

In year 1 phonics screening check 2024 86% of children achieved the expected standard, this is above the national average of 80%. Most of disadvantaged children met the standard in the phonics check.

2023-24 Progress towards challenges 1-5:

Curriculum Maestro, Charanga and Get set 4 PE are now fully embedded into our two-year cycle long term plan. Carefully matched knowledge organisers support learning.

Little Wandle phonics catch-up provision in KS2 continues to work well, with children identified as early readers successfully accessing the catch up programme and making good progress.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and well-being.

Our assessments and observations have indicated that our disadvantaged pupils wellbeing and mental health continues to be a priority.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Spelling Shed	Ed Shed
Times table	Times tables
Data analysis / demographic analysis / Assessment / Behaviour / Attendance	FFT/Aspire
Curriculum Maestro	Cornerstones Education

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*