

# Bishop Sutton Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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. (Last year's figures in brackets)

## School overview

Detail	Data
School name	Bishop Sutton Primary School
Number of pupils in school	175 (180)
Proportion (%) of pupil premium eligible pupils	9.7% (7.8%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dieter Cook, Headteacher
Pupil premium lead	Andrew Marriott, Deputy Headteacher
Governor / Trustee lead	Phil Cocks, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,915 (£19,390)
Recovery premium funding allocation this academic year	£2,000 (£2,030)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£20,915 (£21,420)

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that children at Bishop Sutton Primary School, disadvantaged or not, will be in receipt of high-quality teaching and learning opportunities that are carefully planned and sequenced with a strong pedagogical approach underpinning our curriculum offer. We will use proven educational research to support our strategic decision-making and day-to-day implementation of this plan. The primary aim will always be to narrow the gap for our most disadvantaged learners but we acknowledge that a benefit from this plan will include progress for all.

In our school, we recognise that eligibility for free school meals does not always equate with disadvantage and also that some of our most disadvantaged pupils may not qualify as pupil premium. This knowledge of individual pupils' specific needs, which includes social and emotional as well as learning, is a key driver of how we target support.

Bishop Sutton Primary School is located in an affluent ward of Bath and North East Somerset and our numbers of pupil premium children have only shown a small increase since 2019 (12 in 2018-19, 10 in 2019-20, 13 in 2020-21, 14 at the date of this plan). The pandemic has disadvantaged children from a wide range of socio-economic backgrounds and as such determines how we intend to implement this plan.

The Lighthouse Schools' Partnership Disadvantaged policy draws on evidence and research from the EEF to develop its policy. As a school we have developed our RAPP to build on these principles in order to deliver the best possible provision for our disadvantaged pupils. The Trust believes the most effective way to ensure equal opportunities for all is to remove the barriers to underachievement for identified pupils at the earliest possible opportunity.

The recent report by the Education Endowment Fund (EEF) entitled EEF Guide to the Pupil Premium 2019, as well as the EEF report entitled The Attainment Gap 2018; and the previous joint report between the EEF and the Sutton Trust entitled Pupil Premium: The Next Steps (2015) all refer to the fact that the most effective learning opportunities for pupils who are disadvantaged are those that are based on early identification, high quality teaching, employment of proven and research based interventions which accelerate progress early on; and, importantly, learning that is tied in with 'memorable experiences'.

Our approach has carefully considered the Trust Disadvantaged policy, and will also be responsive to individual needs to ensure no child is left behind because of disadvantage.

Our key principles are:

- A whole school approach where all stakeholders recognise, understand and take a role in improving outcomes for all children but especially the disadvantaged

- Rigorous monitoring to identify needs early, intervention wherever needs are first identified and consequent support and challenge to ensure improved outcomes
- Ensuring all children have an opportunity to be included in the full range of experiences being a child in our school can provide

## Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Summative assessments and Teacher judgements indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. In Key Stage 1, the attainment gap in maths attainment is highest.
3	Summative assessments and Teacher judgements indicate that Reading and Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. In Key Stage 1, the attainment gap in Reading and Writing attainment is highest.
4	Assessment, observation and teacher judgements suggest that there is already a gap between disadvantaged and non-disadvantaged pupils by the end of the EYFS
5	The gap in 'cultural capital' between disadvantaged and non-disadvantaged children in our school community can be pronounced due to affluence in our locality. The small number of disadvantaged children in each class (sometimes 1) and the school as a whole means they are at risk of being isolated from the life experiences of their peers.

## 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 reading attainment among disadvantaged pupils	Summative assessments (including PSC) show no statistically significant gap between disadvantaged and non-disadvantaged pupils.
Improved maths attainment among disadvantaged pupils	Summative assessments and Teacher judgements show improved outcomes from 2021 83% non-disadvantaged ARE and 54% disadvantaged ARE to a gap of <10% at most.
Improved Writing attainment among disadvantaged pupils	Teacher judgements show improved outcomes from 2021 74% non-disadvantaged ARE and 36% disadvantaged ARE to a gap of <10% at most.

<p>Disadvantaged pupils in EYFS achieve similar attainment to non-disadvantaged pupils</p>	<p>Assessments of children show a narrowing of the gap between disadvantaged and non-disadvantaged (of 2021 disadvantaged pupils who were present in EYFS 50% achieved GLD. Non-disadvantaged 82%)</p>
<p>Disadvantaged pupils are given the opportunity to take part in extra-curricular activities</p>	<p>Records from after-school clubs show a high rate of attendance from disadvantaged pupils.</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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Nfer diagnostic assessments.</p> <p>Additional training for staff to ensure results impact teaching</p>	<p>Standardised tests can provide reliable diagnostic insights to help ensure each pupil receives the correct additional support. They can also be instrumental in monitoring the impact of this support.</p> <p><a href="#">EEF guide to the Pupil premium 1 and 4</a></p>	1,2,3
<p>Involvement of teachers from across the school in Boolean Maths Hub work groups (DfE initiative through NCETM) Supply cover needed for release time to embed the mastery approach.</p> <p>Use of Maths apps (TTRockstars and Numbots initially) to enhance curriculum offer</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="#">Early Years and Key Stage 1 Mathematics Teaching: Evidence Review</a></p>	2,4
<p>Developing and enhancing teaching through the application of Cognitive Science approaches: A programme of CPD (Using Rosenshine and Teaching Walkthrus)</p>	<p>The EEF states in their July 2021 review that: Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</p> <p><a href="#">EEF Cognitive Science approaches in the classroom:A review of the evidence</a></p>	1,2,3,4



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

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<p>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>	1,4
Provide a blend of mentoring and school-led tutoring for pupils whose education has been most impacted by the disadvantage (including pandemic). A significant proportion of the pupils who receive this support will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4
Enhanced hours and professional development for TAs to deliver targeted interventions	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><a href="#">EEF Teaching Assistant Interventions</a></p>	1,2,3,4

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

Budgeted cost: £ 2,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish and monitor an inclusion strategy to ensure participation in the wider offer of school life, to include Arts participation	The impact of participation in creative Arts such as fine arts, drama, dance, poetry and creative writing is positive according to EEF. <a href="#">EEF Teaching and Learning Toolkit</a>	5
Contingency fund for acute issues	Experience has shown that a small amount should be reserved for issues that are as yet unplanned.	All

**Total budgeted cost: £ 20,915**

## 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.

#### **1. Improved reading attainment among disadvantaged pupils**

Throughout 2022-23, PP children were prioritised during the teaching of Reading. Our English Lead has initiated a series of CPD sessions to enhance the knowledge and skills required in the teaching of Reading, accessing support from the Trust. This improvement to teaching will be monitored and embedded this year. Reading outcomes for Pupil Premium children in KS1 require rapid and sustained improvement. None of the 3 PP children taking the Y1 Phonics test passed in 2023 (1 of these is EAL). A significant gap remains between the attainment of PP children and non-PP children in KS1 and as such this target retains a high priority. Only 1 out of 6 children in EYFS and KS1 achieved the expected standard for their year group. The introduction of RWI has required additional training and now rigorous monitoring and timely interventions will be planned to improve outcomes this academic year. In KS2 50% (5/10) PP children achieved the expected level compared to 82% non-PP children. Reading will therefore need improved rigour beyond KS1. For 2023-24 the CPD programme of monitoring and support includes a 2-week cycle of feedback and coaching.

#### **2. Improved maths attainment among disadvantaged pupils**

Teachers have benefitted from the skills and expertise of our Maths Lead, Cathy Lambert, who has undergone additional training from the Boolean Maths Hub to enable her to support other schools in addition to our own. This has included the introduction of a systematic means of learning and practising times tables, alongside using technology (as this may not be accessible at home for some pupils). Further training has been provided in Mastery approaches and the use of NCETM resources to enhance our White Rose-based curriculum. In the last academic year, 40% of PP children reached the Expected standard for their year group, compared to 77% of non-PP children. This target has proved challenging as 7 out of 16 of last year's PP children also have SEND needs. Small cohort sizes can drastically affect % data, so an adjustment will be made to this target this year to focus instead on individual learning journeys to target PP children to improve their attainment scores in standardised tests from Summer 2023 to Summer 2024. Extra CPD has already been planned to ensure responsive teaching becomes embedded in all our classrooms and this is used to intervene quickly to support our most vulnerable learners. For 2023-24

the CPD programme of monitoring and support includes a 2-week cycle of feedback and coaching.

### **3. Improved Writing attainment among disadvantaged pupils**

From the Summer 2023 teacher judgements, 20% PP children were at Expected, compared with 71% non-PP. Again, the small number of children affect the %, though the gap has not narrowed, despite this being a focus. For this academic year, PP children have been and will continue to be supported in improving their writing through additional 121 sessions and teachers' pedagogy will be enhanced through the 2-weekly cycle of feedback and coaching to secure improved Writing outcomes. This will include English Lead release time.

### **4. Disadvantaged pupils in EYFS achieve similar attainment to non-disadvantaged pupils**

In the 2022/23 academic year, there was 1 PP child in EYFS and the main priority for this family was ensuring excellent attendance. The child achieved GLD in Summer 2023. This year, there are 2 PP children in EYFS and both have transition support funding as they have additional needs. There is an additional member of staff in EYFS to help using this funding as well as PP funding.

### **5. Disadvantaged pupils are given the opportunity to take part in extra-curricular activities**

Parents/carers of all PP children are emailed at the start of the academic year to inform them that clubs are free to them. In the last academic year, 4 children attended football/cricket club and 3 attended a multi-Sports club. During this academic year, there will be a wider range of clubs on offer, which will include non-sports clubs such as Mad Science. School residentials will continue to be funded 50% of the costs to enable participation.

Additional information for the review:

7/16 PP children have SEND needs

Attendance 2021/22 93.17% non-PP 89.21% PP children

Attendance 2022/23 96.8% non-PP 88.7% PP children

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>

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