

## Pupil premium strategy statement

### Bishop Lonsdale Church of England Primary School and Nursery 2024/25

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	249 including Nursery
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Malc Hetherington
Pupil premium lead	Sarah Brownhall
Governor / Trustee lead	Carole O'Rafferty Helen Lillie <b>DDAT</b> Lisa Atkins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,619
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	£120,619

## Part A: Pupil premium strategy plan

### Statement of intent

The mental and physical well-being of all children is of paramount importance at Bishop Lonsdale. A child who feels happy and safe in a nurturing environment will flourish and be well prepared for life beyond school. It is our belief that every child, regardless of their background, should have the opportunity to reach their full potential by accessing high quality teaching and a broad range of activities and experiences that they may not otherwise access. By using the pupil premium funding effectively, disadvantaged children (including SEND children and higher attainers) will have opportunities equal to their peers. The needs of the children are at the heart of every decision that is made.

High quality teaching for all children will ensure that they all thrive at school. Rigorous monitoring of attainment and progress will identify children who require interventions to accelerate progress to bring them in line with their peers. Additional adult support for individuals and/or groups of children will be provided for those identified, whether they are disadvantaged or non-disadvantaged. Staff training will be provided to enhance staff knowledge to maintain a high level of teaching and learning. This plan will outline how the pupil premium funding will be utilised to achieve this.

Some evidence-based interventions will be used to accelerate progress and close gaps in attainment.

Using our increased knowledge of the families gained during the national lockdown and remote learning, we are able to support families with increased confidence and accuracy. This could be providing uniform, equipment for home learning (e.g. stationery and/or hardware) or pastoral support. No child will miss out on opportunities due to the financial restraints of the family. Therefore, activities such as the residential will be partially funded by pupil premium to allow all children to take part.

The recent cost of living crisis has had impact on all families in school but especially the most disadvantaged. We endeavour to support our families even further by the provision of basic food and hygiene items as well as adult education and financial advice.

The success of implementing the pupil premium strategy is based on this whole school approach which will enable all children to reach their full potential both academically and socially.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance and Punctuality</b></p> <p>Although the attendance of the disadvantaged children has increased by 2.4% since 2021/22, attendance monitoring and analysis identifies that the majority of children who are persistently absent continue to be disadvantaged children. The attendance gap between the disadvantaged and the non-disadvantaged has decreased slightly but still remains at 2.9%</p> <p>Our observations, assessments and pupil progress meetings indicate that this absenteeism is having a negative effect on progress in all areas of the curriculum but especially in the core subjects.</p> <p>In 2023 24 there was an increasing number of children who are persistently late for school. The majority of these children are again disadvantaged children. As a result these children are not settled and ready for the start of the school day and miss key teaching points.</p> <p>In addition, many of the children who arrive late have not had a positive start to the day prior to arriving at school. Examples include: not having breakfast, experiencing events which have a negative impact on emotional well-being, not having clean clothes.</p> <p>(See data in section B)</p>
2	<p><b>Physical and Emotional Well Being</b></p> <p>Social, emotional and mental health needs have increased significantly in recent years. Many of the disadvantaged pupils face challenges in emotional regulation, which impacts their ability to engage with learning effectively. Our behaviour records highlight that the majority of children exhibiting challenging behaviour are those that are disadvantaged. Our observations indicate that their education and wellbeing are being negatively affected by individual, personal, and home circumstances.</p> <p>Some disadvantaged children do not have a full uniform making them different to their peers. Many children do not have appropriate clothing to suit the weather or activity.</p> <p>Due to the cost of living crisis, some disadvantaged families are finding it hard to provide basic meals for their children. Some children have poor oral hygiene, an increased number of children having teeth removed.</p> <p>Monitoring of current homework returns and discussions with pupils and their families suggests that not all children and many disadvantaged still do not have the basic equipment such as pens and paper to produce quality homework. Families also have limited access to technology that is suitable for completing</p>

	<p>school work. Discussions with secondary schools back these findings with many of the children not having the correct equipment to use in lessons.</p>
3	<p><b>Communication and Language</b>          Baseline assessments on entry into EYFS for communication and language are low or well below.          Numbers of children with EAL and SEND across the school are rising.          The COVID 19 pandemic is still having impact on the standard of communication and language across the whole school. The range of vocabulary used by children across the school in general is limited.          Our observations also indicate a lack of good quality interaction between parents and children throughout the school due to the use of mobile phones and tablets.</p> <p><b>Communication and Language Historical Information</b>  <b>2021-22</b>          Whole school EAL:22% Reception EAL: 31%          Children below expected level for Communication and Language on entry: 46%</p> <p><b>2022-23</b>          Whole School EAL: 26% Whole School EAL and disadvantaged: 8%          EAL children in Reception: 31%          Children below expected level for Communication and Language on entry: 58%</p> <p><b>2023-24</b>          Whole School EAL: 27% Whole School EAL and disadvantaged: 21%          EAL children in Reception: 10% Disadvantaged Children in Reception: 32%          Children below expected level for Listening, Attention and Language: 61%          Children below expected level for Speaking: 89%</p> <p><b>2024-25</b>          Whole School EAL: 28% Whole School EAL and disadvantaged: 14%%          EAL children in Reception: % Disadvantaged Children in Reception:43%          Children below expected level for Listening, Attention and Language: 64%          Children below expected level for Speaking: 54%</p>
4	<p><b>Outcomes</b>          Our most recent data and pupil progress information show that the majority of disadvantaged children are not performing as well as non-disadvantaged children. This is significant in maths and writing.          Although in 2023/4 the 91% disadvantaged children achieved the expected level in reading. In other year groups across school the non-disadvantaged are still outperforming the disadvantaged.</p>
5	<p><b>Enrichment</b>          Through conversations with children and observations, it is clear that a number of children – especially disadvantaged children – have not been to places of interest such as museums, country parks, the theatre or the library. The cost of many activities outside school (such as dance classes, music lessons and football) are too expensive for many parents. The location of many of these places also limits families who are without their own transport.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and

Intended outcome	Success criteria
<p>To achieve and sustain improved attendance across school particularly our disadvantaged pupils.</p> <p>To improve punctuality across the school particularly our disadvantaged children.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- The overall absence rate for all pupils being no more than 3%</li> <li>- The attendance gap between the disadvantaged and non-disadvantage children being reduced by 2%.</li> <li>- Further reduce whole school persistent absence including pupil premium children by 4%</li> <li>- Significantly reduce the number of lates by 50%</li> </ul>
<p>Pupils basic needs are met in terms of nutrition and health, enabling them to be ready to learn while at school.</p> <p>Children have the same entitlement to all aspects of school life including uniform and equipment to support in comp</p>	<ul style="list-style-type: none"> <li>- All Bishop Lonsdale families to have access to the Bishop Lonsdale shop to ensure all basic needs are met.</li> <li>- Disadvantaged parents take advantage of uniform vouchers and other opportunities presented to them.</li> <li>- All children and parents have good oral hygiene knowledge.</li> <li>- All children especially disadvantaged children to complete homework to a higher standard.</li> <li>- All children in Year 6 are secondary school ready.</li> </ul>
<p>Improved oral language skills and vocabulary among disadvantaged children.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>- In EYFS progress in communication and language is at least good for all children but better than good for the disadvantaged children.</li> <li>- Across school, further sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment show at least good progress, for all children including the disadvantaged.</li> </ul>
<p>Improved reading attainment and progress for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- Results at the end of Key Stage 2 and Key Stage 1 show all children making at least expected progress and attainment to be in</li> </ul>

	<p>line with the national average. Results and progress of disadvantaged children is in line with their non-disadvantaged peers and in-line with the disadvantaged national results.</p> <p>-Phonics results are in line with the national average. Results and progress of disadvantaged children is in line with their non-disadvantaged peers and in-line with the disadvantaged national results.</p>
<p>Improved maths attainment and progress for disadvantaged pupils.</p>	<p>- Results at the end of Key Stage 2 show all children making at least expected progress and attainment to be in line with the national average. Results and progress of disadvantaged children are in line with their non-disadvantaged peers and in-line with the disadvantaged national results.</p>
<p>Improved attainment and progress in writing for disadvantaged pupils.</p>	<p>- In EYFS progress in Physical Development (in particular fine motor skills) is at least good for all children but better than good for the disadvantaged children.</p> <p>- Teacher assessment and a range of monitoring writing across the school indicates a significant improvement.</p> <p>- End of Key Stage 2 results show disadvantaged children are in line with national results and have made at least good progress. Results and progress of disadvantaged children are in line with their non-disadvantaged peers and in-line with the disadvantaged national results.</p>
<p>Children have the same entitlement to all aspects of school life including enrichment activities.</p> <p>Make as many cultural experiences available to children as possible.</p>	<p>Disadvantaged and non-disadvantaged children have an equal sense of belonging.</p> <p>- An increased number of disadvantaged children attending a range of clubs.</p> <p>- Many children taking part in new experiences.</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: £60,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusive attendance approach used across school:                      - Attendance team, teachers and identified governors to receive inclusive attendance training.                      [£1500]</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">Working Together to Improve School Attendance</a></p> <p>The EEF states Pupil absence (missed attendance, as well as fixed and permanent exclusion) not only impacts on students' attainment, but also on the likelihood of them becoming involved in violence and crime.</p> <p>The Inclusive Attendance approach creates a culture where everyone is accountable for enhancing attendance. This approach fosters an inclusive environment, emphasising collective responsibility. Central to the approach are the four domains of practice, bridging theory with real-world application, covering professional practice, ongoing learning, evidence-based research, and innovative leadership.  <a href="#">Inclusive Attendance</a></p>	<p>1, 2</p>
<p>Identified staff to attend Emotional Literacy Support Assistant (ELSA) training                      [£720]</p> <p>All staff to receive trauma and attachment training.</p> <p>All staff to receive Zones of Regulation training.                      [£500]</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.  <a href="#">EEF Social and Emotional Learning</a></p> <p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing</p>	<p>1, 2</p>

	<p>low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.</p> <p><a href="#">EEF Behaviour Interventions</a></p> <p>Information about ELSA/ <a href="#">Emotional Literacy Support Assistant ELSA</a></p> <p><a href="#">Dan Siegal Hand Model of the Brain</a></p> <p>Information about Zones of Regulation <a href="#">Zones of Regulation - Research</a></p>	
<p>Train a new member of staff to deliver NELI. (Staff previously trained no longer at school.)</p> <p><i>[£460]</i></p>	<p>There is an extensive evidence base showing the impact of communication and language approaches.</p> <p>NELI is a proven programme designed to improve the spoken language ability of children in the Early Years.</p> <p><a href="#">EEF Early Years Language Approaches</a></p> <p>Positive effects have been found in studies where teaching assistants deliver short, high-quality structured interventions, over a finite period, and link learning to classroom teaching.</p> <p><a href="#">EEF Teaching Assistant Interventions</a></p> <p>Information about NELI <a href="#">NELI Evidence and Development</a></p>	3, 4
<p>Implement speaking and listening into the curriculum, teaching and learning and wider school life, using Voice 21 (3 year project)</p> <p>-English Subject Leaders to attend Voice 21 training.</p> <p>-English subject leaders disseminate training to whole school.</p> <p><i>[£825]</i></p>	<p>There is strong evidence of high impact for oral language interventions, including extending pupils' vocabulary, structured questioning and dialogic activities.</p> <p><a href="#">EEF Oral Language Interventions</a></p> <p><a href="#">EEF Pilot Project Voice 21 Findings</a></p> <p><a href="#">Voice 21 Impact Report 2023 24</a></p>	3, 4
<p>Purchase 'Writing for Pleasure' subscription</p> <p><i>[£400]</i></p>	<p>National Literacy Trust research suggests that children who write for pleasure achieve significantly better results when writing in the classroom. Those who like writing outside</p>	4



<p>Training provided by Literacy Consultant for all teachers and teaching assistants to ensure the correct delivery of the programme. <i>[£2600]</i></p>	<p>class are seven times more likely to write above the expected level for their age. <a href="#">National Literacy Strategy - Writing for Pleasure</a>  <a href="#">Writing for Pleasure Research Report</a></p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p> <p>New training and top up training for all teachers and teaching assistants to ensure correct delivery and assessment of the DfE Validated Systematic Synthetic Phonics Programme (Little Wandle).</p> <p>Staff to complete Little Wandle SEND training.</p> <p>Purchase age 7+ phonics books for KS2 phonics interventions. <i>[£1000]</i></p>	<p>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 children. <a href="#">EEF Phonics</a></p> <p>The importance of pupils learning to read using a phonetically decodable book is identified in the DfE Reading Framework, page 46. <a href="#">DfE Reading Framework</a></p>	3, 4
<p>Embed the 'Super Six' reading skills.</p> <p>Literacy consultant to deliver high quality CPD on the teaching of reading and <i>[£1600]</i></p> <p>Review reading trees for each class across school and purchase books. <i>[£1000]</i></p>	<p>Alongside phonics, developing reading comprehension skills have a positive impact on the ability to read well.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. <a href="#">EEF Reading Comprehension</a></p>	3, 4

<p>Additional teaching assistant hours in EYFS, KS1 and KS2 to enable teacher and/or teaching assistant to work with identified disadvantaged children for at least 10% of teaching time.</p> <p>-Disadvantaged children action plan to be written by class teachers.</p> <p>-PP children to be highlighted in planning.</p> <p><i>[£46,390]</i></p> <p>Teachers and TA receive high quality CPD to ensure quality first teaching and learning.</p> <p><i>[£3500]</i></p>	<p>Research clearly shows that quality first teaching is the most powerful tool for ensuring at least good progress and attainment.</p> <p><a href="#">EEF Quality First Teaching</a></p> <p>Positive effects have been found in studies where teaching assistants deliver short, high-quality structured interventions, over a finite period, and link learning to classroom teaching.</p> <p><a href="#">EEF Teaching Assistant Interventions</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Introduce a new school marking policy.</p>	<p>Feedback studies tend to show a high impact on learning. There are a wide range of feedback types including feedback delivered by technology, however the most effective type of feedback is that delivered by teachers.</p> <p><a href="#">EEF Feedback</a></p>	<p>3, 4</p>

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

Budgeted cost: £37,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance lead to attend Trust attendance strategy meetings</p> <p>-Explore and trial ways plan and deliver lost learning due to pupil absence.</p>	<p>Disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</p> <p>For pupils identified as having low prior attainment or at risk of falling behind,</p>	<p>1, 2, 3, 4, 5</p>

<p>Teachers to monitor links between absence and missed key learning and identify opportunities for catch up teaching.</p>	<p>individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.  <a href="#">EEF Individualised Instruction</a></p>	
<p>Nuffield Early Language Intervention (NELI) sessions to be delivered in EYFS throughout the year.  <i>[£8208]</i></p> <p>Intentional vocabulary sheets to be created and used by staff in Early Years.</p>	<p>There is an extensive evidence base showing the impact of communication and language approaches.  NELI is a proven programme designed to improve the spoken language ability of children in the Early Years.  <a href="#">EEF Early Years Language Approaches</a></p> <p>Speech, language, and communication are critical areas of development for children. They play a vital role throughout our lives, helping us to understand what is going on around us, communicate our basic needs and feelings, hold conversations, think and learn, develop relationships, solve problems, and more.  <a href="#">HUB High Speed Training</a></p> <p>Positive effects have been found in studies where teaching assistants deliver short, high-quality structured interventions, over a finite period, and link learning to classroom teaching.  <a href="#">EEF Teaching Assistant Interventions</a></p> <p>Information about NELI  <a href="#">NELI Evidence and Development</a></p>	<p>3, 4</p>
<p>Implement speaking and listening into the curriculum, teaching and learning and wider school life, using Voice 21 (3 year project)  <i>[See above cost]</i></p>	<p>There is strong evidence of high impact for oral language interventions, including extending pupils' vocabulary, structured questioning and dialogic activities.  <a href="#">EEF Oral Language Interventions</a>  <a href="#">EEF Pilot Project Voice 21 Findings</a></p>	<p>3, 4</p>

	<a href="#">Voice 21 Impact Report 2023 24</a>	
<p>TA to deliver protected phonics catch-up sessions in Year 1.</p> <p>TA to deliver protected phonics catch-up and LW SEND sessions in KS2.</p> <p>Additional small group/1:1 phonic intervention sessions targeted at disadvantaged pupils, identified using 'Little Wandle' assessments. <i>[£29,240]</i></p>	<p>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 children. <a href="#">EEF Phonics</a></p> <p>Positive effects have been found in studies where teaching assistants deliver short, high-quality structured interventions, over a finite period, and link learning to classroom teaching. <a href="#">EEF Teaching Assistant Interventions</a></p>	3, 4
Explore ways to recruit quality reading volunteers.	<p>Reading Volunteers allow further opportunities for children to read more regularly in school. <a href="#">EEF Early Literacy Approaches</a></p>	3, 4

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

Budgeted cost: £22,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed principles of good practice set out in Working Together to Improve School Attendance</p> <p>Inclusive attendance approach used across school:</p> <ul style="list-style-type: none"> <li>- Attendance team, teachers and identified governors to receive training.</li> <li>- Change attendance terminology to 'sessions missed' rather than percentage attended.</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Working Together to Improve School Attendance</a></p> <p>The Inclusive Attendance approach creates a culture where everyone is accountable for enhancing attendance. This approach fosters an inclusive environment, emphasising collective responsibility. Central to the approach</p>	1, 2, 5

<p>- Reward families who have made good attendance progress.</p> <p>Attendance team to attend DFE Hub network meetings</p> <ul style="list-style-type: none"> <li>- Create attendance roadmap</li> <li>- Try attendance strategies used by partner school e.g. 10% kinder strategy, opening doors ten minutes earlier.</li> </ul> <p>Attendance lead to attend Trust attendance strategy meetings</p> <ul style="list-style-type: none"> <li>-Explore and trial ways plan and deliver lost learning due to pupil absence.</li> </ul> <p>Encourage parents to get children to school, on time by offering the following:</p> <ul style="list-style-type: none"> <li>- All children to have buttered toast once a week on arrival to school.</li> <li>- Stickers and competitions to promote the importance of being at school.</li> <li>- Raffle tickets given to children who attend school for a full week – prize draw every half term £50 voucher.</li> <li>-Regular liaison with parents of low attending children.</li> <li>-Regular punctuality fortnights, stickers received daily. Raffle for £20 voucher.</li> <li>- Alarm clocks given to targeted children.</li> <li>-Disadvantaged children identified as being persistently late offered breakfast club.</li> <li>-Disadvantaged children identified as being persistently late offered extra-curricular morning club.</li> </ul> <p><i>[£1000]</i></p>	<p>are the four domains of practice, bridging theory with real-world application, covering professional practice, ongoing learning, evidence-based research, and innovative leadership.</p> <p><a href="#">Inclusive Attendance</a></p> <p>The EEF states Pupil absence (missed attendance, as well as fixed and permanent exclusion) not only impacts on students’ attainment and behaviour but also on the likelihood of them becoming involved in violence and crime.</p> <p>Parental engagement interventions involve parents in supporting and encouraging their children to attend school.</p> <p><a href="#">EEF Parental Engagement</a></p> <p>The average impact of approaches involving extending school time is about an additional three months’ progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.</p> <p><a href="#">EEF Extending the School Day</a></p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><a href="#">EEF Physical Activity</a></p>	
<p>Further develop the role of Pupil Support Assistant to include SEMH support</p> <ul style="list-style-type: none"> <li>- Daily well-being check ins with identified children</li> </ul>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly</p>	<p>1, 2, 5</p>

<p>- Daily whole class checks at key times of day [£8,000]</p> <p>ELSA to read whole school well being book half termly to every class, supported by a whole school assembly.</p> <p>ELSA to deliver targeted 1:1 support sessions.</p> <p>Establish a 'Zen Den' for both targeted children and those requiring support on the day.</p> <p>-Purchase activities for children that encourage calm and/or turn taking.</p>	<p>on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. <a href="#">EEF Social and Emotional Learning</a></p> <p>Behaviour interventions 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 exclusions that remove pupils from school for periods of time. <a href="#">EEF Behaviour Interventions</a></p> <p>Information about ELSA <a href="#">Emotional Literacy Support Assistant ELSA</a></p>	
<p>Further improve and embed Forest School</p> <ul style="list-style-type: none"> <li>-Identify an Outdoor Learning and Forest School Leader</li> <li>- Purchase storage and resources for</li> <li>-Develop Forest School progression document.</li> <li>- All children to undertake at least six weeks of Forest School with specialists from Wild Minds or Mycosia UK.</li> <li>-SEMH 1:1 support sessions from Wild Minds (trained Thrive practitioners) (See also Bishop Lonsdale School Sports Premium Plan) [£5000]</li> </ul>	<p>"The evidence is compelling that learning outside the classroom helps children flourish and reach their potential. It boosts social mobility, helps develop confidence and resilience, engages children and young people with learning, and improves their health and wellbeing." <i>Natural Education Sector Partnerships 2019</i> <a href="#">Forest School Case Study</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. <a href="#">EEF Social and Emotional Learning</a></p>	1, 2, 5
<p>Boromi play bags introduced to Reception parents and children. [£795]</p>	<p>Evidence tells us that we should prioritise the development of children's communication and language through socially-meaningful interactions. Children</p>	2, 3, 4, 5

	<p>thrive on conversation and discussion with people they have a strong relationship with, focused on things they want to talk about.</p> <p><a href="#">EEF The ShREC Report</a></p> <p>Information about Boromi</p> <p><a href="#">Boromi Impact Report</a></p>	
<p>All children given a school bookbag and PE bag when starting school (at any point). When children are initially awarded PP status they are provided with two school jumpers/cardigans. All families to have access to the 'Bishop Lonsdale Shop'</p> <p><i>[£2000]</i></p>	<p>Pupil voice and parent questionnaires tell us that uniform is important. It makes them feel part of a family.</p> <p><a href="#">EEF School Uniform</a></p> <p><i>The Chair of the School Council 21/22 included the importance of everyone having a school uniform in her election speech.</i></p> <p><i>School Council 22/23 have raised concerns about families who are finding it hard to provide children with basics due to the cost of living crisis.</i></p> <p><i>School Council 23/24 have noticed that some children are feeling cold. The 'Bishop Lonsdale Shop' now stocks gloves, hats and wellies.</i></p>	1, 2
<p>All KS2 children to have a slice of wholemeal bread during the morning. (KS1 and EYFS children access snack through the fruit scheme.)</p> <p><i>[£700]</i></p> <p>Identified disadvantaged children to access the Day Care breakfast club for periods of time when deemed necessary by SLT.</p> <p>Breakfast box available to children who arrive to school having not had breakfast.</p> <p>Register interest for the DfE pilot breakfast club scheme.</p>	<p>We know that it is important for pupils to start the day with a nutritious breakfast. The evidence shows having breakfast can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p><a href="#">DfE Breakfast Club Programme</a></p> <p>It has been noted over the years that there is a dip in concentration levels during the lesson between break and lunchtime, in KS2 this ties with a number of children not having breakfast.</p> <p>It is evident from conversations with children (particularly those arriving late) and our safeguarding records that there are an increasing number of children not having breakfast</p>	1, 2
<p>All disadvantaged children to be given packs with equipment such</p>	<p>Disadvantaged children typically receive additional benefits from</p>	2, 4

<p>as pencils, pens, rulers etc to enable them to complete work at home.</p> <p>All Year 1 children to be given a 'Phonics at Home' pack to enable them to practise phonics skills with parents.</p> <p>All children have access to home learning packs at the 'Bishop Lonsdale Shop'  <a href="#">[£1181]</a></p> <p>Provide a Key Stage 2 homework club.</p>	<p>homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. Homework clubs, support and providing equipment can help overcome this barrier.</p> <p><a href="#">EEF Homework</a>  <a href="#">EEF Phonics</a>  <a href="#">EEF Parental Engagement</a></p>	
<p>Provide basic food packs and basic hygiene packs for families in need.</p> <p><a href="#">[£500]</a></p> <p>Oral health information sessions for parents and children.</p> <p>All children across school to be given toothpaste, toothbrush and timer.  <i>(See also Bishop Lonsdale School Sports Premium Plan)</i></p>	<p>DfE guidance states that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.</p> <p><a href="#">DfE Statutory Physical Health and Mental Wellbeing Guidance</a></p> <p>Tooth decay can cause problems with eating, sleeping, communication and socialising, and results in at least 60,000 days being missed from school during the year for hospital extractions alone.</p> <p><a href="#">Child Oral Health Gov.UK</a></p>	1, 2, 4
<p>Monitor and encourage the attendance of disadvantaged children at physical activity and sports clubs and physical activity and social and emotional interventions. <i>(See also Bishop Lonsdale School Sports Premium Plan)</i></p> <p>Monitor and encourage the attendance of disadvantaged children at arts clubs.</p>	<p>Increased opportunities to increase physical activity and social skills which are good for mental health and wellbeing. There is also some evidence to support the provision of sporting clubs increases attendance.</p> <p><a href="#">EEF Physical Activity</a></p> <p>Alongside academic outcomes, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="#">EEF Social Emotional Learning</a></p>	1, 2, 3, 4, 5



	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education</p> <p><a href="#">EEF Arts Participation</a></p>	
<p>Plan and deliver a range of cultural and enrichment activities to all children e.g. trips, residential, pantomime.</p> <p><i>[£3000]</i></p> <p>Continue to track attendance of pupil premium children at extracurricular activities.</p> <p>Track number of disadvantaged children who are in a position of responsibility- e.g reading ambassador, mini leader.</p> <p><i>(See also Bishop Lonsdale School Sports Premium Plan)</i></p>	<p>Increased opportunities to increase physical activity and social skills which are good for mental health and wellbeing. There is also some evidence to support the provision of sporting clubs increases attendance.</p> <p><a href="#">EEF Physical Activity</a></p> <p>Outdoor adventure learning may have a positive on outcomes such as self-efficacy, motivation and teamwork. It also plays a part in terms of the wider school experience.</p> <p><a href="#">EEF Outdoor Adventure Learning</a></p> <p>Alongside academic outcomes, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="#">EEF Social Emotional Learning</a></p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education</p> <p><a href="#">EEF Arts Participation</a></p>	1, 2, 3, 4, 5
<p>Plan and deliver four parental engagement events. The aim of these events is to encourage parents into to school and take part in fun activities with their children, whilst at the same time building staff, parent relationships.</p> <p><i>[£500]</i></p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="#">EEF Parental Engagement</a></p>	1, 2, 3, 4, 5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £120,619**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Challenge 1: Attendance

#### 2021-22 End of Year Attendance Data

Disadvantaged pupils: 90.4%

Non-disadvantaged pupils: 93.5%

Persistent absentees: 24.5%

#### 2022-23 End of Year Attendance Data

Disadvantaged pupils: 92.1%

Non-disadvantaged pupils: 94.4%

Persistent absentees: 20%

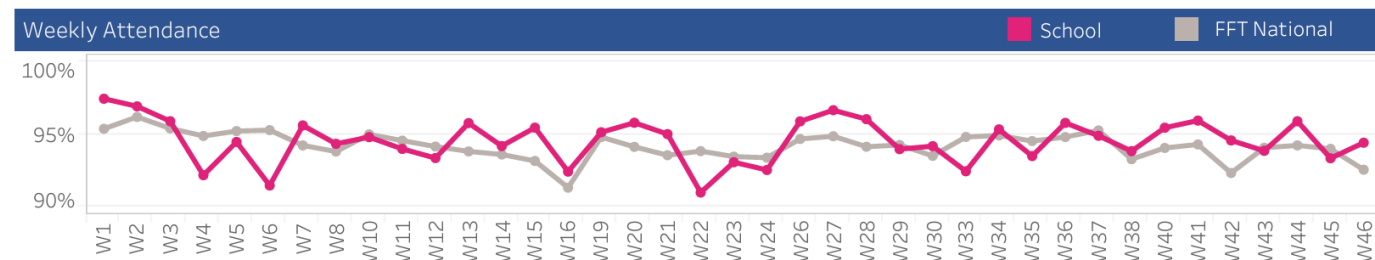
#### 2023-24 End of Year Attendance Data

Disadvantaged pupils: 92.8%

Non-disadvantaged pupils: 95.7%

Persistent absentees: 17.3% (80% of persistent absentees are disadvantaged)

Attendance Headlines						YEAR TO DATE		4 Sept 23 - 19 Jul 24	
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees				
94.5%	95.1%	93.9%	92.8% ●	95.7%	17.3%				



Attendance breakdown		YEAR TO DATE									4 Sept 23 - 19 Jul 24	
All Pupils	Pupils	All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
All Pupils	223	School	94.5%	95.2%	95.0%	92.7%	92.8%	95.2%	95.2%	95.5%		
		FFT National	94.3%	93.3%	94.1%	94.5%	94.6%	94.6%	94.4%	94.3%		
		Difference	+0.3%	+1.9% ●	+0.9%	-1.7% ●	-1.8% ●	+0.7%	+0.8%	+1.2% ●		
FSM6	89	School	92.8%	92.0%	92.2%	88.3%	92.3%	95.6%	92.8%	94.2%		
		FFT National	91.8%	90.1%	91.3%	91.9%	92.2%	92.2%	92.0%	91.9%		
		Difference	+1.0% ●	+1.8% ●	+0.9%	-3.7% ●	+0.1%	+3.3% ●	+0.8%	+2.3% ●		
Not FSM6	134	School	95.7%	96.6%	96.7%	95.0%	93.3%	94.9%	97.0%	96.2%		
		FFT National	95.2%	94.1%	95.0%	95.4%	95.6%	95.6%	95.5%	95.4%		
		Difference	+0.5%	+2.5% ●	+1.8% ●	-0.4%	-2.3% ●	-0.7%	+1.5% ●	+0.8%		

Over three years the attendance of disadvantaged pupils has increased by 2.4%. Last year the attendance of disadvantaged children at Bishop Lonsdale was 1% higher than the national average. There is still a 2.9% gap between the attendance of disadvantaged and non-disadvantaged pupils but this gap has narrowed since 2021. Whole school persistent absence has decreased over the past three years, however 80% of children who were persistently absent last year were disadvantaged.

### Punctuality

Sessions late	No. of all pupils	% of all pupils	No. of disadvantaged pupils	% of disadvantaged pupils
1 +	116	47	58	50
3 +	102	41	55	54
6 +	65	26	38	59
10 +	54	22	31	58

20 +	30	12	23	77
30 +	14	7	14	100
40 +	6	2	6	100
50 +	3	1	3	100

## Challenge 2: Communication and Language

Although all the reception children were assessed at the beginning of the academic year using the 'Language Screen' assessment. We were unable to run the NELI intervention program due to trained staff members being absent and an unexpected number of children in EYFS requiring 1:1 support.

### 2022/23 EYFS Results: Communication and Language

BL Communication and Language:**86.2%** National Communication and Language:**79.7%**

BL C and L Disadvantaged:**87.5%** BL Non-disadvantaged:**85.7%**

BL LAU: **89.7%** National LAU: **82.2%**

BL LAU Disadvantaged:**75%** BL LAU Non-disadvantaged:**95%**

BL Speaking:**89.7%** National Speaking: **82.8%**

BL Speaking Disadvantaged:**86%** BL Speaking Non-disadvantaged:**90%**

### 2023/24 EYFS Results: Communication and Language

BL Communication and Language:**86.2%** National Communication and Language:**79.4%**

BL C and L Disadvantaged: **85.7%** BL Non-disadvantaged: **85.7%**

BL LAU: **86.2%** National LAU:**81.6%**

BL LAU Disadvantaged:**87%** BL LAU Non-disadvantaged:**86%**

BL Speaking:**93.1%** National Speaking:**82.3%**

BL Speaking Disadvantaged:**93.1%** BL Speaking Non-disadvantaged:**90%**

86.2% children met the expected standard in Communication and Language which is 6.8% above the national standard. The disadvantaged children out performed the non-disadvantaged in speaking and listening and understanding.

## Challenge 3: Pupil Attainment and Progress in Reading

### EYFS 2022-23

BL Reading Expected:**79.3 %**

BL Reading Disadvantaged:**63%** BL Reading Non-disadvantaged:**83%**

BL Word Reading:**82.8%** National Word Reading:**76.2%**

Disadvantaged:**75%** Non-disadvantaged:**86%**

BL Comprehension:**79.3%** National Comprehension:**80.6%**

BL Comprehension Disadvantaged:**63%** BL Comprehension Non-disadvantaged:**86%**

### EYFS 2023-24

BL Reading Expected: **69%**

BL Reading Disadvantaged: **50%** BL Reading Non-disadvantaged**81%**

BL Word Reading:**72.4 %** National Word Reading:**76.2%**

BL Word Reading Disadvantaged: **50%** Non-disadvantaged: **81%**

BL Comprehension:**89.7%** National Comprehension:**80.1%**

BL Comprehension Disadvantaged: **88%** BL Comprehension Non-disadvantaged:**90%**

The disadvantaged children performed significantly below the non-disadvantaged in reading this year, especially in word reading. Again this is due to a large amount of supply staff being used this year. Experienced practitioners had long periods of absence.

### KS1 Phonics 2022-23

Year 1 Expected level:**86.7%** National Year 1 Expected level:**80.5%**

BL Disadvantaged:**77.8%** Non-disadvantaged:**90.5%**

National Disadvantaged:**69.4%** Non- disadvantaged:**84.1%**

Year 2 Re-takes Expected Level:**5/9** children  
BL Disadvantaged:**5/7** Non-Disadvantaged:**0/2**

### **KS1 Phonics 2023-24**

Year 1 Expected level:**90%** National Year 1 Expected level:**80.3%**  
BL Disadvantaged:**90%** Non-disadvantaged:**89.5%**  
National Disadvantaged:**68.2%** Non- disadvantaged:**84.4%**  
Year 2 Re-takes Expected Level: **1 out of 2 children**  
BL Disadvantaged:**1/1** Non-Disadvantaged: **0/1**

### **End of KS1 Reading Attainment 2022-23**

BL Expected:**63.3%** Greater Depth:**10%**  
National Expected:**68.3%** Greater Depth:**18.8%**  
BL Disadvantaged:**54%** BL Non-Disadvantaged:**71%**  
National Disadvantaged:**73%** National Non-Disadvantaged:**73%**

### **End of KS1 Reading Attainment 2023-24**

BL Expected: **72%** Greater Depth: **10%**  
National Expected: **72%** Greater Depth: **20%**  
BL Disadvantaged: **%** BL Non-Disadvantaged: **%**

### **End of KS2 Reading Attainment 2022-23**

BL Expected:**61.8%** Greater Depth:**29.4%**  
National Expected:**72.5%** Greater Depth:**28.9%**  
BL Disadvantaged:**50%** BL Non-Disadvantaged:**67%**  
National Disadvantaged:**78%** National Non-Disadvantaged:**68%**

### **End of KS2 Reading Attainment 2023-24**

BL Expected:**85 %** Greater Depth: **30.3%**  
National Expected: **75%** Greater Depth:**28.6%**  
BL Disadvantaged:**91%** BL Non-Disadvantaged: **82.8%**

Little Wandle continues to be used in EYFS and KS1. New staff have been trained and established staff have had top up training. Resources have continued to be bought. Reading books are now plentiful and well organised across the Infants. Phonics catch up interventions for KS1 were ring fenced this year – this has had a positive impact on reading progress and the phonics screening check. Staff in Reception and Year 1 have spent time identifying individual periods of absence and teaching missed phonemes on a child's return to school. Phonics and reading meetings were held for both Reception and Year one, uptake was 55%. All Year 1 children received 'Phonics at Home' packs to enable parents to support at home. Year 6 children received additional support from an experienced KS2 teacher. Year 2 received additional support from an experienced KS1 teacher. A target group of children in Year 2 and Year 6 took part in the Premier League Reading Stars programme. The introduction of the Super Six reading skills is beginning to have impact on outcomes across the school in reading. This year the reading outcomes in KS2 SATs were the highest the school has achieved.

### **Challenge 4: Gaps in Pupils' Mathematical Concepts**

#### **EYFS 2022-23**

BL Maths Expected:**86.2%** National Maths Expected: **77.2%**  
BL Disadvantaged:**87.5%** BL Non-disadvantaged:**85.7%**  
BL Number:**86.2%** National Number:**78.9%**  
BL Number Disadvantaged:**75%** BL Non-disadvantaged:**90%**  
BL Numerical Patterns:**93.1%** National Numerical Patterns:**78.3%**

BL Numerical Patterns Disadvantaged:**86%**  
BL Numerical Patterns Disadvantaged Non-disadvantaged:**95%**  
**2023-24**  
BL Maths Expected:**62.1%** National Maths Expected: **77.1%**  
BL Disadvantaged:**50%** BL Non-disadvantaged:**67%**  
BL Number:**62.1%** National Number:**77.7%**  
BL Number Disadvantaged:**50%** BL Non-disadvantaged: **67%**  
BL Numerical Patterns:**69%** National Numerical Patterns:**78.2%**  
BL Numerical Patterns Disadvantaged:**50%**  
BL Numerical Patterns Disadvantaged Non-disadvantaged: **76%**

#### **End of KS1 Maths Attainment 2022-23**

BL Expected:**60%** Greater Depth:**40%**  
National Expected:**70%** Greater Depth:**21%**  
BL Disadvantaged:**54%** BL Non-Disadvantaged:**65%**  
National Disadvantaged:**75%** National Non-Disadvantaged:**75%**

#### **End of KS1 Maths Attainment 2023-24**

BL Expected:**68%** Greater Depth:**4%**  
National Expected:**72%** Greater Depth:**17%**  
BL Disadvantaged: **%** BL Non-Disadvantaged: **%**

#### **End of KS2 Maths Attainment 2022 23**

BL Expected:**68%** Greater Depth:**15%**  
National Expected:**73%** Greater Depth:**24%**  
BL Disadvantaged:**60%** BL Non-Disadvantaged:**71%**  
National Disadvantaged:**79%** National Non-Disadvantaged:**79%**

#### **End of KS2 Maths Attainment 2023 24**

BL Expected:**78.8%** Greater Depth:**21.2%**  
National Expected:**73.3%** Greater Depth:**24%**  
BL Disadvantaged:**54.5%** BL Non-Disadvantaged:**90%**  
National Disadvantaged:**59.2%** National Non-Disadvantaged:**79%**

Maths outcomes in EYFS are not as strong as the previous year and are below national. The disadvantaged children did not perform as well as the non-disadvantaged.

There is still a significant gap between the percentage of disadvantaged children and non-disadvantaged children achieving the expected standard across the school

White Rose Power maths books are being used in KS1 and KS2 – manipulatives still are being used to their full potential.

An experienced KS2 completed booster sessions with Year 5 and Year 6. An experienced KS1 teacher completed booster sessions with Year 2.

Target children in Year 5 took part in the Match Day Maths programme.

#### **Challenge 5: Low Standards of Writing**

##### **EYFS 2022-23**

BL Writing Expected:**75.9%** National Writing Expected:**75.9%**  
Writing Expected Disadvantaged:**63%** Writing Expected Non-Disadvantaged:**81%**

##### **EYFS 2023-24**

BL Writing Expected: **55.2%** National Writing Expected: **71.4%**  
Writing Expected Disadvantaged: **38%** Writing Expected Non-Disadvantaged: **67%**

### **End of KS1 Writing Attainment 2022-23**

BL Expected: **57%** Greater Depth: **43%**

National Expected: **60%** Greater Depth: **28%**

BL Disadvantaged: **54%** BL Non-Disadvantaged: **59%**

National Disadvantaged: **65%** National Non-Disadvantaged: **65%**

### **End of KS1 Writing Attainment 2023-24**

BL Expected: **66%** Greater Depth: **28%**

National Expected: **63%** Greater Depth: **9%**

BL Disadvantaged: **%** BL Non-Disadvantaged: **%**

### **End of KS2 Writing Attainment 2022-23**

BL Expected: **47%** Greater Depth: **9%**

National Expected: **71%** Greater Depth: **13%**

BL Disadvantaged: **30%** BL Non-Disadvantaged: **54%**

National Disadvantaged: **77%** National Non-Disadvantaged: **77%**

### **End of KS2 Writing Attainment 2023-24**

BL Expected: **58%** Greater Depth: **0%**

National Expected: **72%** Greater Depth: **13%**

BL Disadvantaged: **54.5%** BL Non-Disadvantaged: **59.1%**

National Disadvantaged: **58.6%** National Non-Disadvantaged: **77.3%**

After a full review of writing at Bishop Lonsdale it was decided that 'Talk for Writing' would no longer be used. There was a lack of creativity and independence in children's work. The writing approach 'Writing for Pleasure' was started part way into the year, as was the spelling scheme 'Essential Spelling'.

Even though writing results at the end of all key stages are below the national average, results in KS1 and KS2 have improved.

### **Challenge 6: Basic Needs**

The successful 'uniform shop' has now developed into the 'Bishop Lonsdale Shop'. As well as uniform including PE kits and shoes it now stocks homework packs, basic food packs, basic hygiene packs and water bottles.

All children received a free oral hygiene pack including toothbrush, toothpaste and a timer.

The majority of children are now wearing the correct uniform and have the correct equipment.

Children new to the school all receive a bookbag and PE bag.

The disadvantaged children received work packs containing pens, pencils etc. The same packs were also readily available at the 'Bishop Lonsdale Shop' for the whole school to access.

Towards the end of the year a homework club was introduced for KS2 children. The majority of children in attendance were disadvantaged children.

Many disadvantaged children were able to access day care facilities before and after school club free of charge this year.

A number of free parental engagement events were delivered throughout the year including Winter Olympics and our flagship event Christmas bingo. Entry to all events were free of charge and prizes were all useful to families e.g. tinfoil, wrapping paper, decorations at Christmas.

### **Challenge 7: Lack of Enrichment Opportunities**

All disadvantaged children in Key Stage One and Key Stage attended at least two PE/Physical activity events or clubs last year. All extra-curricular clubs on offer this year have once again been free of charge. (See Sports Premium Evaluation)

Bishop Lonsdale once again achieved the School Games Mark Gold.

All children across the school took part in cycling training. 100% of disadvantaged children in Year 6 passed Level 2 Bikeability and all disadvantaged children in Year 5 passed Level 1 Bikeability. Sustran’s Big Walk and Wheel fortnight encouraged all children to walk, cycle or scoot to school. In the competition, the school finished first in Derby City, fifth in the East Midlands and 30th nationally – our best position yet.

Year 6 went on a residential trip. 31/33 children attended including all the disadvantaged children. Transport for all school trips across the school was paid for and free school meal children took their lunch in ‘real’ lunchboxes.

All children enjoyed watching the pantomime at Christmas.

All children across the school have taken part in a six week forest school experience.

A local school with high pupil premium numbers regularly uses our forest school provision.

## Externally provided programmes

Programme	Provider
2021/22 Talk For Writing 2022/23	Pie Corbett
2021/22 Maths Intervention	Third Space Learning
2021/22 Matchday Maths 2022/23 2023/24	DCCT
2022/23 Premier League Writing Stars 2023/24	DCCT
2021/22 Premier League Reading Stars 2022/23 2023/24	DCCT
2023/24 Forest School Provision	Wild Minds and Mycosia UK



## Further information (optional)

[EEF Physical Activity](#)

[EEF Outdoor Adventure Learning](#)

[EEF Social Emotional Learning](#)

See the Bishop Lonsdale Sports Premium Plan [Bishop Lonsdale Sports Premium](#) for additional strategies that are used to support disadvantaged children.

There is an expectation that all class teachers will produce a disadvantaged action plan stating specific actions for disadvantaged children in their class. These plans are reviewed and shared with SLT at pupil progress meetings every half term.

Raising the aspirations of children and families in the community is of great importance.

[EEF Aspirations Interventions](#)

Bishop Lonsdale have a named careers leader.