

## Pupil premium strategy statement

### Bishop Lonsdale Church of England Primary School and Nursery

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	222
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Malc Hetherington
Pupil premium lead	Sarah Brownhall
Governor / Trustee lead	Carole O'Rafferty

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,128
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>	£120,128

## 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>Attendance data since lockdown has highlighted a group of disadvantaged children who have below 90% attendance. Our observations, assessments and pupil progress meetings indicate that the absenteeism is having a negative effect on progress in all areas of the curriculum but especially in the core subjects. Attendance analysis has highlighted patterns which affect some individuals - for example, a child who regularly misses Fridays may regularly miss one of the foundation subjects. There is also a group of disadvantaged children who are persistently late arriving at school and so are not ready for learning and miss key inputs.</p> <p><b>2021-22 End of Year Attendance Data</b>  Disadvantaged pupils: 90.4%  Non-disadvantaged pupils: 93.5%  Persistent absentees: 24.5%</p> <p><b>2022-23 End of Year Attendance Data</b>  Disadvantaged pupils: 92.1%  Non-disadvantaged pupils: 94.4%  Persistent absentees: 20%</p>
2	<p>Baseline assessments on entry into EYFS for communication and language are low or well below.  Numbers of children with EAL across the school are rising.  The impact of school closure has had an impact on the speaking and listening of groups of children across the school but especially in Key Stage One. 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 Information</b></p> <p><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>

3	<p>The rigorous monitoring of home learning, end of year data and pupil progress meetings highlight groups of children including large numbers of disadvantaged children that have not made the expected progress in phonics and reading. The pandemic has resulted in children not having regular access to high quality reading materials at home, this has impacted on fluency and comprehension.</p>
4	<p>Analysis of formative and summative assessment identifies the gaps in children's understanding of mathematical concepts. This has been the case for all children but especially from disadvantaged backgrounds. Learning walks also support the findings from data analysis. Decoding and understanding of questions can be problematic for those with poor reading and language skills.</p>
5	<p>Work scrutiny and pupil progress meetings have evidenced a lowering of standards in writing due to the impact of being at home during lockdown and not having practice with pencils when completing work. Younger children had fewer opportunities to develop their fine motor skills. Some parents themselves find reading and writing challenging so are unable to help their children.</p>
6	<p>Monitoring of current homework returns and completed questionnaires during lockdown, 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 school work. Discussions with secondary schools back these findings with many of the children not having the correct equipment to use in lessons.</p> <p>Some disadvantaged children do not have a full uniform making them different to their peers.</p> <p>Due to the cost of living crisis, some disadvantaged families are finding it hard to provide basic meals for their children.</p>
7	<p>Enrichment – 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 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
To achieve and sustain improved attendance particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <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>- Persistent absenteeism between the disadvantaged and non-disadvantage children being reduced by 8%</li> </ul>
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils: <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 include engagement in lessons, book scrutiny and ongoing formative assessment show at least good progress.</li> </ul>
Improved reading attainment and progress for disadvantaged pupils.	<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 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.</li> <li>-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.</li> </ul>
Improved maths attainment and progress for disadvantaged pupils.	<ul style="list-style-type: none"> <li>- 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.</li> </ul>

<p>Improved attainment and progress in writing for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher assessment and a range of monitoring writing across the school indicates a significant improvement.</li> <li>- 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.</li> </ul>
<p>Children have the same entitlement to all aspects of school life including uniform, equipment and 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> <ul style="list-style-type: none"> <li>- All children have access to quality first teaching.</li> <li>- All children especially disadvantaged children to complete homework to a higher standard.</li> <li>- Disadvantaged parents take advantage of uniform vouchers and other opportunities presented to them.</li> <li>- All children in Year 6 are secondary school ready.</li> <li>- An increased number of disadvantaged children attending clubs.</li> <li>- Many children taking part in new experiences.</li> </ul>

## 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: £68,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train a new member of staff to deliver NELI. (Staff previously trained no longer at school.) [£460]</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>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>2, 3, 5</p>
<p>Purchase the 'Writing for Pleasure' scheme. [£400]</p> <p>Training provided by Literacy Consultant for all teachers and teaching assistants to ensure the correct delivery of the programme. [£2600]</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 class are seven times more likely to write above the expected level for their age. <a href="#">National Literacy Strategy - Writing for Pleasure</a></p> <p><a href="#">Writing for Pleasure Research Report</a></p>	<p>3, 5, 6</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</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>3, 5</p>

<p>and teaching assistants to ensure correct delivery and assessment of the DfE Validated Systematic Synthetic Phonics Programme (Little Wandle).</p> <p>Purchase more decodable books linked to 'Little Wandle' phonics scheme. <i>[£1000]</i></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>	
<p>Introduce the 'Super Six' reading skills.</p> <p>Literacy consultant to deliver high quality CPD on the teaching of reading. <i>[£2600]</i></p> <p>Create new reading trees for each class across school and purchase books. <i>[£4000]</i></p>	<p>Alongside phonics, developing reading comprehension skills have a positive impact on the ability to read well. Reading comprehension strategies focus on the learners' understanding of written text. <a href="#">EEF Reading Comprehension</a></p>	2, 3, 5
<p>Purchase of Rising Stars Assessments (Cost also includes linked interventions) <i>[£3580]</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. <a href="#">EEF Standardised Tests AMPP</a></p>	3, 4, 5
<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> <ul style="list-style-type: none"> <li>-Disadvantaged children action plan to be written by class teachers.</li> <li>-PP children to be highlighted in planning.</li> </ul> <p><i>[£46,390]</i></p>	<p>Research clearly shows that quality first teaching is the most powerful tool for ensuring at least good progress and attainment. <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. <a href="#">EEF Teaching Assistant Interventions</a></p>	2, 3, 4, 5



Teachers and TA receive high quality CPD to ensure quality first teaching and learning. <i>[£3500]</i>		
Create a staff working party.  Complete research on marking.  Re-write marking policy and share with staff.  Embed across the school.	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. <a href="#">EEF Feedback</a>	2, 3, 4, 5, 6

### 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
Nuffield Early Language Intervention (NELI) sessions to be delivered in EYFS throughout the year. <i>[£8208]</i>  Vocabulary progression grids embedded across the curriculum.  Intentional vocabulary sheets to be created and used by staff in Early Years.	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>  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>  Positive effects have been found in studies where teaching assistants deliver short, high-quality structured interventions, over a finite	2, 3, 5

	<p>period, and link learning to classroom teaching.</p> <p><a href="#">EEF Teaching Assistant Interventions</a></p>	
<p>TA to deliver protected phonics catch-up sessions in Year 1.</p> <p>Additional small group/1:1 phonic intervention sessions targeted at disadvantaged pupils, identified using 'Little Wandle' assessments.</p> <p><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.</p> <p><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.</p> <p><a href="#">EEF Teaching Assistant Interventions</a></p>	3, 5
<p>Shine Interventions: focusing on reading, writing, maths &amp; SPAG (Cost also includes cost of assessment materials.)</p> <p><i>[See Teaching Section]</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">EEF Small Group Tuition</a></p>	3, 4, 5

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

Budgeted cost: **£14,820**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children given a school bookbag and PE bag when starting school (at any point).</p> <p>When children are initially awarded PP status they are provided with two school jumpers/cardigans.</p> <p>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>The Chair of the School Council 21/22 included the importance of everyone having a school uniform in her election speech.</p> <p>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.</p>	6

	School Council 23/24 have noticed that some children are feeling cold. The 'Bishop Lonsdale Shop' now stocks gloves, hats and wellies.	
<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>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 2021 23</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>	3, 4, 5
<p>Embed principles of good practice set out in Working Together to Improve School Attendance.</p> <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 regularly late offered breakfast club.</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><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>Parental engagement interventions involve parents in supporting and encouraging their children to attend school.</p> <p><a href="#">EEF Parental Engagement</a></p>	1

<p><i>[£1120]</i></p> <p>Develop the role of the Pupil Support Officer.</p>		
<p>All disadvantaged children to be given packs with equipment such 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'</p> <p><i>[£1000]</i></p> <p>Provide a Key Stage 2 homework club.</p>	<p>Disadvantaged children typically receive additional benefits from 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></p> <p><a href="#">EEF Phonics</a></p> <p><a href="#">EEF Parental Engagement</a></p>	<p>6, 3</p>
<p>Provide basic food packs and basic hygiene packs for families in need.</p> <p>Oral health information sessions for parents and children.</p> <p>All children across school to be given toothpaste, toothbrush and timer.</p> <p><i>[£500]</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>6</p>
<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>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>7</p>

<p>Monitor and encourage the attendance of disadvantaged children at arts clubs.</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>	
<p>Plan and deliver cultural and enrichment activities to all children e.g. trips, residential, pantomime. <i>[£3000]</i> (See also Bishop Lonsdale School Sports Premium Plan)</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. <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. <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. <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 <a href="#">EEF Arts Participation</a></p>	7
<p>Plan and deliver five 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. <i>[£2000]</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. <a href="#">EEF Parental Engagement</a></p>	1, 2, 3, 4, 5, 6
<p>Contingency fund for acute issues. <i>[£4000]</i></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: £120,798**

# Part B: Review of the previous academic year

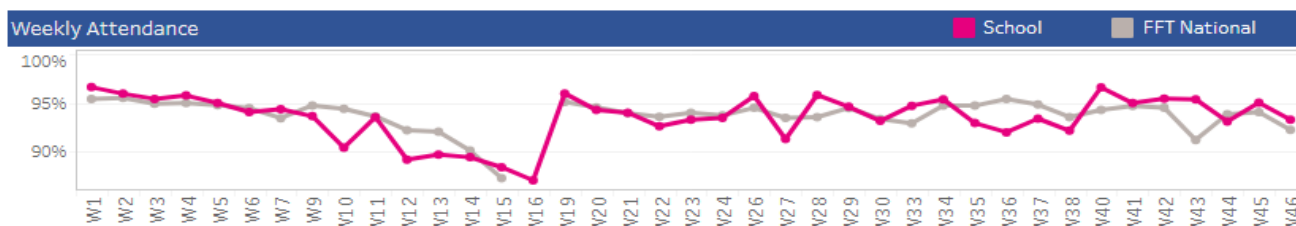
## Outcomes for disadvantaged pupils

### Challenge 1: Attendance

Whole school attendance for 2022-23 was 93.5%, an improvement of 1.1% compared to the previous year. During weeks 9-14 and 34-38, there was an increase in contagious illnesses. Attendance for disadvantaged pupils was 92.1% compared to 94.4% for non-disadvantaged pupils. The gap has now reduced to a 2.3% difference. We continue to strive for a 2% or less difference. Attendance of disadvantaged pupils at Bishop Lonsdale was slightly above the attendance of disadvantaged pupils nationally. The attendance of pupils in Reception, Year 3, 4 and 5 was significantly above those in the same year groups nationally.

Persistent absence was 20% which is in line with the national picture. However, persistent absence at Bishop Lonsdale was reduced by 4.5%. The majority of persistently absent pupils were disadvantaged. The LA EWO completed termly triage meetings with the attendance team. Although attendance is improving, lateness is still a problem that needs further attention.

Attendance Headlines						YEAR TO DATE	05/09/2022 - 21/07/2023
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees		
93.5%	93.6%	93.5%	92.1%	94.4%	20.0%		



FSM6		All	R	1	2	3	4	5	6	
FSM6	82	School	92.1%	92.9%	89.3%	90.9%	93.4%	93.4%	92.9%	90.6%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%
		Difference	+0.8%	+3.5%	-1.3%	-0.5%	+1.7%	+1.7%	+1.3%	-0.9%
Not FSM6		All	R	1	2	3	4	5	6	
Not FSM6	139	School	94.4%	92.6%	93.5%	94.7%	95.4%	96.4%	93.4%	95.0%
		FFT National	94.7%	93.3%	94.2%	94.9%	95.2%	95.2%	95.1%	95.0%
		Difference	-0.3%	-0.7%	-0.7%	-0.2%	+0.2%	+1.2%	-1.8%	0.0%

### Challenge 2: Communication and Language

All reception children were assessed at the beginning of the academic year using the 'Language Screen' assessment. Six children were identified as 'well below average'. These children took part in the NELI intervention program which was delivered by a trained TA four times a week. All children made good progress in the sessions.

### 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%**

86.2% children met the expected standard in Communication and Language which is 6.5% above the national standard. The disadvantaged children out performed the non-disadvantaged.

### **Challenge 3: Pupil Attainment and Progress in Reading EYFS 2022-23**

BL Reading Expected:**82.8%** National Reading Expected: **82.8%**

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%**

### **KS1 Phonics 2022-23**

BL 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

Disadvantaged:**5/7** Non-Disadvantaged:**0/2**

### **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 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%**

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 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 65%.

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. Shine interventions were used in Year 3-5. A target group of children in Year 2 and Year 6 took part in the Premier League Reading Stars programme.

### **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%**

### **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 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%**

EYFS outcomes in maths are strong. Disadvantaged children outperformed the non-disadvantaged children.

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

Power Maths books are being used successfully – next year Power Maths White Rose will be used. There also needs to be a focus on manipulatives.

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**

All staff are now fully trained in 'Talk for Writing'.

### **EYFS 2022-23**

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

### **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 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%**

This year's end of KS2 results were particularly low and were significantly below the national standard. Over the past few years we have not seen an improvement in writing. The 'Talk for Writing' approach has not had the impact we expected. Therefore, the use of Talk for Writing will be reviewed by the Literacy team and SLT.

Basic grammar, punctuation and correct spelling are also a problem when it comes to children applying it to their writing.



### **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.

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 full programme of free parental engagement events were delivered throughout the year including a French Café, 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 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, ninth in the Midlands and 66th nationally.

For the first time since COVID, 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.

The development of 'Forest School' has begun.

A local school with high pupil premium numbers has been invited to join us on the project.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
2021/22 Talk For Writing 2022/23	Pie Corbett
2021/22 Maths Intervention	Third Space Learning
2011/22 Matchday Maths 2022/23	DCCT
2022/23 Premier League Writing Stars	DCCT
2011/22 Premier League Reading Stars 2022/23	DCCT

## 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.