

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	214
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
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	£ 100,759
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years	£ 0
Total budget for this academic year	£ 100,759

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>2021-22 End of Year Attendance Data Disadvantaged pupils: 90.4% Non-disadvantaged pupils: 93.5% Persistent absentees: 24.5%</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>Communication and Language Information 2021-22 Whole school EAL:22% Reception EAL: 31% Children below expected level for Communication and Language on entry: 46% 2022-23 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>
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.</p>

	Decoding and understanding of questions can be problematic for those with poor reading and language skills.
5	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.
6	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. Some disadvantaged children do not have a full uniform making them different to their peers. Due to the cost of living crisis, some disadvantaged families are finding it hard to provide basic meals for their children.
7	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.

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"> - The overall absence rate for all pupils being no more than 3% - The attendance gap between the disadvantaged and non-disadvantage children being reduced by 2%. - Persistent absenteeism between the disadvantaged and non-disadvantage children being reduced by 8%

<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"> - In EYFS progress in communication and language is at least good for all children but better than good for the disadvantaged children. - Across school further sources of evidence include engagement in lessons, book scrutiny and ongoing formative assessment show at least good progress.
<p>Improved reading attainment and progress for disadvantaged pupils.</p>	<ul style="list-style-type: none"> - 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. -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>Improved maths attainment and progress for disadvantaged pupils.</p>	<ul style="list-style-type: none"> - 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>Improved attainment and progress in writing for disadvantaged pupils.</p>	<ul style="list-style-type: none"> - 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. - Teacher assessment and a range of monitoring writing across the school indicates a significant improvement. - 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>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"> - All children have access to quality first teaching. - All children especially disadvantaged children to complete homework to a higher standard. - Disadvantaged parents take advantage of uniform vouchers and other opportunities presented to them. - All children in Year 6 are secondary school ready. - An increased number of disadvantaged children attending clubs. - Many children taking part in new experiences.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: *[£50,493]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train an additional member of staff to deliver NELI in the event of staff absence.</p> <p><i>[£432]</i></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.</p> <p>EEF Early Years Language Approaches</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>EEF Teaching Assistant Interventions</p>	<p>2, 3, 5</p>
<p>Continued 'Talk for Writing' CPD for all teachers and teaching assistants.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	<p>2, 3, 5</p>

<p><i>[£0 Continued from last year for EYFS staff]</i></p>	<p>inexpensive to implement with high impacts on reading and writing. EEF Oral Language Interventions EEF Early Years Language Approaches</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p> <p>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>Purchase of decodable books linked to 'Little Wandle' phonics scheme.</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. EEF Phonics</p> <p>The importance of pupils learning to read using a phonetically decodable book is identified in the DfE Reading Framework, page 46. DfE Reading Framework</p>	<p>3, 5</p>
<p>Purchase of Rising Stars Assessments (Cost also includes linked interventions) [£3731]</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. EEF Standardised Tests AMPP</p>	<p>3, 4, 5</p>
<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"> -Disadvantaged children action plan to be written by class teachers. -PP children to be highlighted in planning. <p>[£41, 830]</p> <p>Teacher and TA receive high quality CPD to</p>	<p>Research clearly shows that quality first teaching is the most powerful tool for ensuring at least good progress and attainment. EEF Quality First Teaching</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. EEF Teaching Assistant Interventions</p>	<p>2, 3, 4, 5</p>

ensure quality first teaching and learning. <i>[£3500]</i>		
Staff training on high quality feedback. <i>[£1000]</i>	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. EEF Feedback	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
<p>Nuffield Early Language Intervention (NELI) sessions to be delivered in EYFS throughout the year. <i>[£8208]</i></p> <p>Vocabulary progression grids embedded across the curriculum. <i>[£0]</i></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. EEF Early Years Language Approaches</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. HUB High Speed Training</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. EEF Teaching Assistant Interventions</p>	2, 3, 5

<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. EEF Phonics</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. EEF Teaching Assistant Interventions</p>	<p>3, 5</p>
<p>National tutoring programme. Third Space Learning. <i>[Not running in 2022-23]</i></p>	<p>Evidence indicates the one to one tuition, although expensive, can be effective. EEF One to One Tuition</p> <p>The Third Space Learning programme is cost and time effective in comparison to a teacher delivering one to one tuition in person.</p>	<p>4</p>
<p>Shine Interventions: focusing on reading, writing, maths & SPAG (Cost also includes cost of assessment materials.) <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. EEF Small Group Tuition</p>	<p>3, 4, 5</p>

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

Budgeted cost: *[£12,818]*

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). When children are initially awarded PP status they are provided with two school jumpers/cardigans. All families to have access to the uniform swap shop. Families will also be able to</p>	<p>Pupil voice and parent questionnaires tell us that uniform is important. It makes them feel part of a family. EEF School Uniform</p> <p>The Chair of the School Council included the importance of everyone having a school uniform in her election speech. School Council 22/23 have raised concerns</p>	<p>6</p>

<p>access basic food packs, hygiene packs and work packs in times of need. <i>[£1000]</i></p>	<p>about families who are finding it hard to provide children with basics due to the cost of living crisis.</p>	
<p>All KS2 children to have a slice of wholemeal bread during the morning. (KS1 and EYFS children access snack through the fruit scheme.) <i>[£700]</i> 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. DfE Breakfast Club Programme 2021 23 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>3, 4, 5</p>
<p>Embed principles of good practice set out in Working Together to Improve School Attendance. Encourage parents to get children to school on time by offering the following: - All children to have buttered toast once a week on arrival to school. - Stickers and competitions to promote the importance of being at school. - Raffle tickets given to children who attend school for a full week – prize draw every half term £50 voucher. -Regular liaison with parents of low attending children. <i>[£1000]</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working Together to Improve School Attendance 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. EEF Parental Engagement Parental engagement interventions involve parents in supporting and encouraging their children to attend school.</p>	<p>1</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>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</p>	<p>6, 3</p>

<p>All Year 1 children to be given a 'Phonics at Home' pack to enable them to practise phonics skills with parents. <i>[£300]</i></p> <p>Identify children who do not have hardware available to them at home to complete homework or remote learning due to COVID-19 and provide them with tablets/laptops.</p> <p>Provide a Key Stage 2 homework club.</p>	<p>complete homework and develop effective learning habits. Homework clubs, support and providing equipment can help overcome this barrier. EEF Homework EEF Phonics EEF Parental Engagement</p> <p>Our own monitoring during the last lockdown shows that disadvantaged children, those without hardware and those who lacked parental support made no or little progress.</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>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. EEF Physical Activity</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. EEF Social Emotional Learning</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education EEF Arts Participation</p>	7
<p>Plan and deliver cultural and enrichment activities to all children e.g. trips, residential, pantomime. <i>[£3000]</i> <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. EEF Physical Activity</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. EEF Outdoor Adventure Learning</p>	7

	<p>Alongside academic outcomes, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF Social Emotional Learning</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education EEF Arts Participation</p>	
<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. [£2000]</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. EEF Parental Engagement</p>	1, 2, 3, 4, 5, 6
<p>Contingency fund for acute issues. [£4818]</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: £ [\[100,759\]](#)

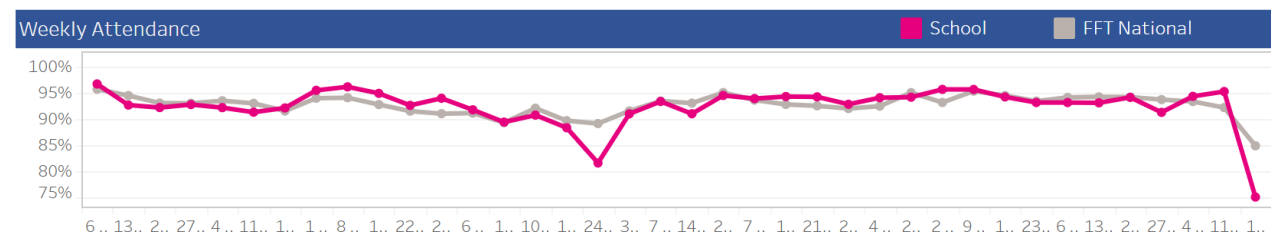
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Attendance

Whole school attendance for 2021-22 was 92.4%. During the year there were two COVID outbreaks in school. Attendance for disadvantaged pupils was 90.4% compared to 93.5% for non-disadvantaged pupils. Although the gap has reduced to 3.1% difference, we continue to strive for a 2% or less difference. Attendance of disadvantaged pupils nationally was in line with the attendance of disadvantaged pupil at Bishop Lonsdale. Persistent absence was 24.5% which is in line with the national picture but urgently needs reducing. Support from LA EWO was limited this year. The majority of persistently absent pupils were disadvantaged.

Attendance Headlines						6 Sep 21	-	22 Jul 22
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees			
92.4%	92.7%	92.2%	90.4%	93.5%	24.5%			



FSM6		All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
FSM6	62	School	90.4%	87.5%	92.2%	91.0%	91.0%	92.6%	88.3%
		FFT National	90.5%	89.7%	90.5%	90.7%	90.8%	90.6%	90.6%
		Difference	-0.1%	-2.1%	+1.7%	+0.3%	+0.2%	+2.1%	-2.4%
Not FSM6	116	School	93.5%	92.3%	93.2%	94.6%	94.1%	93.3%	93.7%
		FFT National	93.7%	93.2%	93.8%	93.9%	93.9%	93.8%	93.7%
		Difference	-0.2%	-0.9%	-0.6%	+0.7%	+0.1%	-0.5%	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.

Communication and Language

Listening, attention and understanding: 86%

Disadvantaged:100% Non-disadvantaged:81%

Speaking: 89%

Disadvantaged:100% Non-disadvantaged:86%

In both areas of communication disadvantaged children did outperform the non-disadvantaged.

Year 1 children continued the NELI intervention into the Autumn term. An additional TA was trained to deliver the Year 1 intervention.

Challenge 3: Pupil Attainment and Progress in Reading

EYFS 2021-22

Word Reading: 72% Disadvantaged: 71% Non-disadvantaged:73%
Comprehension: 89% Disadvantaged: 100% Non-disadvantaged:81%

KS1 Phonics 2021-22

Year 1 Expected level:73% Disadvantaged:50% Non-disadvantaged:84%
Year 2 Re-takes 14% Disadvantaged: 0% Non-Disadvantaged:50%

End of KS1 Reading Attainment 2021 22

Expected and above 47% (significantly below national)
Disadvantaged: 36% Non-Disadvantaged:53%

End of KS2 Reading Attainment 2021 22

Expected and above 55% (significantly below national)
Disadvantaged: 60% Non-Disadvantaged:54%

The improvement in communication has had a positive effect on reading outcomes in EYFS. Little Wandle resources have been purchased and staff trained. Little Wandle is now established in EYFS and KS1. Due to staffing catch up phonics sessions were often cancelled – next year this will not be the case. Phonics catch up sessions will be priority. All Year 1 children received a phonics at home pack, these were gratefully received by parents. A phonics parent meeting was also held, uptake was 60%. Attending parents thought this meeting would be more beneficial earlier in the year. Reading to an adult at home continues to be a barrier for the disadvantaged pupils. Shine Interventions were delivered in Years 2-5 with varied success. Year 6 children received additional support from an experienced KS2 teacher.

Challenge 4: Gaps in Pupils' Mathematical Concepts

EYFS 2021-22

Number Expected:76% Disadvantaged:86% Non-disadvantaged:78%
Numerical Patterns:72% Disadvantaged: 71% Non-disadvantaged:66%

End of KS1 Maths Attainment 2021 22

Expected and above 57% Disadvantaged:45% Non-Disadvantaged: 63%

End of KS2 Maths Attainment 2021 22

Expected and above 71% Disadvantaged:100% Non-Disadvantaged:66%

Identified children in Year 4 and 5 took part in Third Space Learning. Although some progress was made, teachers felt impact was not sufficient. Pupils encountered many IT difficulties during the sessions.

Challenge 5: Low Standards of Writing

All 'Talk for Writing' training in KS1 and KS2 has been completed. Staff have increased confidence levels in teaching writing. EYFS training will take place next year.

EYFS 2021-22

Writing Expected: 66% Disadvantaged: 57% Non-Disadvantaged:70%

End of KS1 Writing Attainment 2021 22

Expected and above 50% Disadvantaged:36% Non-Disadvantaged:58%

End of KS2 Writing Attainment 2021 22

Expected and above 52% Disadvantaged:40% Non-Disadvantaged:58%

Challenge 6: Basic Needs

Off the back of lockdown homework continued to be electronic (SeeSaw). As the year progressed we were finding less children engaging with the homework. Therefore a blended approach of electronic and paperwork was provided by teachers. However this became time consuming for teachers with little impact. Next year the homework policy will be reviewed.

The disadvantaged children received work packs containing pens, pencils etc once the blended approach was underway. These were well received, however staff noticed that other children as well as the identified disadvantaged did not have the right equipment. Next year other families will have access to work packs if required.

The introduction of the uniform shop has been a real success. We have had many items donated, families feel comfortable to use the shop and are keen to give a donation. We will be expanding the uniform shop next year. Almost all children across the school are wearing the correct uniform.

Parents are re-engaging with school but more work is required to get parental engagement levels as high as they were in lockdown.

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

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 been free of charge. 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.

We were unable to deliver a Year 6 residential trip. However, children took part in enrichment week which included day trips and in school workshops.

Some, but not all classes went on a class visit. Trips were partially funded by school.

Next year there will be an expectation that all classes go on a school trip.

All children enjoyed watching the pantomime at Christmas.

Externally provided programmes

Programme	Provider
2021/22 Talk For Writing 2022/23	Pie Corbett
2021/22 Maths Intervention	Third Space Learning

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](#)

UKS2 children access career-based activities during 'Aspirations Day' run by Our Future Derby.