

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Bishop Lonsdale Church of England Primary School and Nursery |
| Number of pupils in school | 216 |
| Proportion (%) of pupil premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Malc Hetherington |
| Pupil premium lead | Sarah Brownhall |
| Governor / Trustee lead | Duncan Ellingworth |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £88,899 |
| Recovery premium funding allocation this academic year | £9,570 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £98,469 |

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.

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 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.</p> <p>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> |
| 2 | <p>Baseline assessments on entry into EYFS for communication and language are low or well below.</p> <p>Numbers of children with EAL across the school are rising.</p> <p>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.</p> <p>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> |
| 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.</p> <p>Learning walks also support the findings from data analysis.</p> <p>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.</p> <p>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 | 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. |
| 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 how we will measure whether they have been achieved.

| 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% |
| 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"> - 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 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. |

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: £53,106

| Activity | Evidence that supports this approach EEF Pupil Premium Guide Autumn 2021 | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Continued 'Talk for Writing' CPD for all teachers and teaching assistants.</p> <p><i>(Catch up plan 50%)</i> <i>£3000</i></p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing.</p> <p>EEF Oral Language Interventions EEF Early Years Language Approaches</p> | <p>2, 3, 5</p> |
| <p>Training for staff to ensure Nuffield Early Language Intervention (NELI) is delivered and assessed correctly.</p> <p><i>£180</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>2, 3, 5</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.</p> <p>EEF Phonics</p> | <p>3, 5</p> |

| | | |
|---|---|----------------------|
| <p><i>£5000</i></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>Additional teaching assistant hours in EYFS, KS1 and KS2 to enable teacher and/or teaching assistant to work with identified disadvantaged children. PP children to be highlighted in planning.</p> <p><i>£17,550</i> <i>£26,513</i></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 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> |
| <p>Staff training on high quality feedback.</p> <p><i>£185</i></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. EEF Feedback</p> | <p>2, 3, 4, 5, 6</p> |
| <p>Purchase of Rising Stars Assessments</p> <p><i>£678</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. EEF Standardised Tests AMPP</p> | <p>3, 4, 5</p> |

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

Budgeted cost: £30,583

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Nuffield Early Language Intervention (NELI) sessions to be delivered in KS1 (Autumn Term) and EYFS throughout the year.</p> <p><i>£1,950</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>Additional small group/1:1 phonic intervention sessions targeted at disadvantaged pupils, identified using 'Little Wandle' assessments.</p> <p><i>£17,550</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>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.</p> <p>EEF Teaching Assistant Interventions</p> | <p>3, 5</p> |
| <p>National tutoring programme. Third Space Learning.</p> <p><i>£1,750</i></p> | <p>Evidence indicates the one to one tuition, although expensive, can be effective.</p> <p>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>National tutoring programme to facilitate Shine Interventions: focusing on reading, writing, maths & SPAG</p> <p><i>£9,333</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>EEF Small Group Tuition</p> | <p>3, 4, 5</p> |

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

Budgeted cost: £14,780

| 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 uniform swap shop.</p> <p><i>£200</i></p> | <p>Pupil voice and parent questionnaires tell us that uniform is important. It makes them feel part of a family.</p> <p>EEF School Uniform</p> <p>The Chair of the School Council included the importance of everyone having a school uniform in her election speech.</p> | 6 |
| <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>£1,560</i></p> <p>Identified disadvantaged children to access the Day Care breakfast club for periods of time when deemed necessary by SLT.</p> <p><i>£3000</i></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>DfE Breakfast Club Programme 2021 23</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>Encourage parents to get children to school on time by offering the following:</p> <ul style="list-style-type: none"> - All children to have buttered toast once a week on arrival to school. - Stickers and competitions to promote the importance of being at school. | <p>Embed principles of good practice set out in DfE Improving School Attendance</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Parental Engagement</p> | 1 |

| | | |
|--|--|-------------|
| <p>- Raffle tickets given to children who attend school for a full week – prize draw every half term £50 voucher.</p> <p><i>£300</i></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><i>£600</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><i>£945 (Technician)</i> <i>£175 (Safety program)</i></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>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>6, 3</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 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>(See also Bishop Lonsdale School Sports Premium Plan)</i></p> <p><i>£5000</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> <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 |

| | | |
|--|---|--|
| Contingency fund for acute issues. <i>£3000</i> | 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. | |
|--|---|--|

Total budgeted cost: £98,469

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to further lockdowns and bubble closures there was a negative impact on the attendance of disadvantaged children. We were unable to offer the raffle ticket incentive as it would not have been a fair to the children who had to isolate. We were also unable to offer punctuality rewards and toast due to staggered starts.

Throughout lockdown and bubble closures staff rigorously monitored the well being of families and the engagement of children with home learning. All children were provided with paper learning packs and equipment such as rulers and pens. Disadvantaged children who could not access remote learning were provided with laptops and in some cases internet access.

On return to school it was clear from summative and formative assessments, that disadvantaged children who had not fully accessed home learning had made little or no progress across the curriculum. These children were identified quickly and targeted by the class teacher for small group work.

NELI assessments in EYFS identified the same group of children who had been highlighted by the teacher during ongoing teacher assessment. Although they didn't receive the full years intervention due to school closures, there was clear progress with speaking, listening, language use and understanding.

Phonics booster groups led by experienced TAs had a positive impact. Although there was no national test, internal testing showed progress had been made by many disadvantaged children. These children were the ones who had engaged well with remote learning. The use of the learning platform 'See Saw' was very beneficial during school closure as staff were able to listen to children reading words at home and give prompt feedback.

Although some Talk for Writing Strategies were used during remote learning, it wasn't until the Summer Term that this was delivered fully throughout school. Learning walks and work scrutiny show the process is being followed by all staff and there is evidence of a positive impact across school. We expect Talk for Writing to impact even more on writing results once it has been taught for a full and continuous year.

Again, due to school closures the 'Power Maths' scheme was not fully taught. As with the writing although there has been missed teaching it is clear from observations and conversations pupils are retaining the knowledge learnt and building on that. The 'Third Space Learning' intervention was accessed by a greater number of children than the previous year. Teachers have commented that children engage well with the lessons and are now more confident when attempting problems.

Due to the COVID-19 risk assessment children were unable to go on school visits. However, we were able to provide some enrichment activities on site such as the 'Aspirations Day', led by Our Future Derby and sports themed days led by Derby County Community Trust.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|------------------|-----------------|
| Talk for Writing | Pie Corbett |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

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.