

Pupil premium strategy statement – Bishop Henderson Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	134 in school 26 in Nursery
Proportion (%) of pupil premium eligible pupils	15.67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	1
Date this statement was published	31.12.23
Date on which it will be reviewed	01.12.24
Statement authorised by	Governing Body
Pupil premium lead	Chris Lane

Governor / Trustee lead	
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,315
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2052
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£4576
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£46,943

Part A: Pupil premium strategy plan

Statement of intent

At Bishop Henderson Primary School, whilst our Pupil Premium Children make up under a fifth of the school, our pupils from disadvantaged backgrounds constitute to over a quarter of the school population. In addition, our persistent absence rate is higher than the national average.

We believe that every children, no matter their starting point, deserves the best possible education in order for them to achieve their hopes and ambitions in the future.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Common barriers to learning for disadvantaged children can be:

- less support at home, weak language and communication skills, lack of confidence, high anxiety, more frequent behaviour difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

High-quality teaching and support is the key to our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

The key principles of our strategy plan:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To narrow the attainment gap for progress and attainment in reading, writing and maths
- The social, emotional and mental health needs of pupils are met and supported by the school

Challenges

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

Challenge number	Detail of challenge
1	Gaps created by the impact of school closures during the pandemic, with a primary focus maths, reading and writing.
2	Emerging social, emotional and mental health needs amongst Pupil Premium children and their families.
3	Some Pupil Premium children have less access to cultural and social experiences which would enhance skills, knowledge and understanding (Cultural Capital)
4	Emerging speech and language issues as a result of the pandemic, particularly in nursery and EYFS
5	Low attendance and persistent absenteeism of Pupil Premium children. Pupil Premium attendance is currently just over 90% and needs to increase to at least 95%

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
For an increase in the number of Pupil Premium children making expected or better progress as a result of targeted support in writing, reading and maths	Assessment data will demonstrate expected or better progress being made. Monitoring of learning produced and engagement in lessons will demonstrate the impact of the targeted provision and will evidence the progress being made. Children will talk confidently about skills and knowledge they have developed.
For Pupil Premium children's emerging social, emotional and mental health needs to be addressed in a timely manner and through appropriate provision or relevant referrals.	Teachers confidently identify Pupil Premium children who require targeted support regarding their social, emotional and mental health needs and address this through in class strategies and raise concerns with relevant people and agencies. Interventions are monitored and reviewed. Conversations with outside professionals will demonstrate referrals made have been relevant and the input from the services impacts positively on pupil outcomes. Pupils will access the pastoral provision in school successfully and this success will be evidenced through improved attendance.
For Pupil Premium children to demonstrate effective learning behaviours in the classroom so they can face challenges with resilience, independence and initiative, all of which have a positive impact on pupil progress	Monitoring, including observations and pupil voice, demonstrate effective learning behaviours are adopted. Teacher voice indicates Pupil Premium pupils are resilient, independent learners. Assessment data will

	demonstrate expected or better progress being made.
For Pupil Premium children's attendance to improve in line with non-Pupil Premium children and reach 95%.	Evidence of targeted family support and other intervention such as breakfast club will result in increased pupil attendance. Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Head teacher brings about and increase in PP pupils' attendance and a decrease in persistent absence.
For children with weaker speech and language difficulties to have improved oracy.	Evidence from both children's reading and writing, particularly in the vocabulary used. Children will have increased confidence in their speech and will have better articulation of their vocabulary.

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: £4602

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching including assessment tools design to aid implementation	This is fundamental in the progress of all of our children. Teachers are monitored by the SLT on a regular basis through learning walks, professional dialogue and talking with the children to ensure that high standards are maintained across the school.	1,3,4,5
Number SENSE Maths programme	It is essential that children develop a deep understanding of number and number relationships and develop fluency in addition, subtraction, multiplication and division facts and concepts.	1,3,5
Purchase of a DfE validated Systematic	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	1,3,4,5

Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	reading (though not necessarily comprehension), particularly for disadvantaged pupils:	
Purchase of on an oracy programme to improve Communication and outcomes in other areas including writing	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,4

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

Budgeted cost: £39,861.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions led by support staff, including Maths intervention, handwriting, reading, and phonics. Children will be identified in pupil progress meetings.	Interventions that focus on misconceptions on the same day can improve progress. Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to improve the presentation, quality and quantity of children's writing. These interventions will need to be regularly reviewed to ensure progress.	1,3,4,5
Targeted intervention focused on SALT led by HLTA	The average impact of oral language interventions for pupils is 6 months' additional progress over the course of a year, according to the Education Endowment Foundation.	1,4

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

Budgeted cost: £2388

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	The ELSA programme supports children to better understand their social and emotional needs, gives them strategies to manage them which in turn allows them to engage with learning more efficiently. This links to Maslow’s hierarchy of needs in that a person’s emotions need to be secure before they can move onto the next stage of their developments	2, 3, 5
Funding to support inclusion in After School Activities, school trips and residential	To offer a wider range of experiences to broaden their experiences of the world around them. To provide enrichment opportunities for all Pupil Premium children leading to improved attendance and learning engagement	2, 3, 5

Total budgeted cost: £ 46851.18

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall the aims of the Pupil Premium strategy from last year changed to improve reading across the school, particularly in regards to the implementation of a DfE approved phonics scheme. As a result, funding was directed to the programme and the purchase of fully decodable books. Whilst KS1 reading was above national average, KS2 was below national. Phonics was also below national average but this was in light of the programme being introduced in January 2023.

Next Steps

- Continue to embed the phonics programme in Nursery, EYFS and KS1 as well embed intervention for KS2
- Begin to develop Oracy programme/strategy to develop children's speaking and vocabulary skills

PP funding was also used for training in regards to Maths and the knowledge from this has been feed into maths teaching. Again, whilst outcomes in KS1 and EYFs where good at the end of 22-23, outcomes in KS2 where below national average.

Next Steps

- Continue to develop maths including a secure understanding of mental arithmetic strategies throughout the school and move towards a master maths programme

Pupil premium funding set aside for trips/residential allowed PP children to engage with more cultural capital experiences which not only allowed them to engage with the world around them but also gain independence and resilience skills (more so from the residential)

Next Steps

- Continue to look at opportunities to support Pupil Premium children to access trips/residential

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Service pupil premium is bespoke for those children who are entitled to it and, as result, the impact is measured on an individually basis using data and emotional assessment indexes.
The impact of that spending on service pupil premium eligible pupils
See above

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.