

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 Martin CE Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	September 21
Date on which it will be reviewed	July 22
Statement authorised by	Sally Aspinwall
Pupil premium lead	Andrew Davies
Governor / Trustee lead	Steve Row

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,520
Recovery premium funding allocation this academic year	£2,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39,545

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our intention at Bishop Martin Primary School, Woolton is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the centre of 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Bridge the Attainment Gap- Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged. This is evident from Reception through to KS2 and in general, is prevalent among our disadvantaged pupils than our peers.

2	Learning Attitude- Children need to display a positive attitude towards learning, we need to inspire our children to enjoy school and learning. We need to monitor this via pupil voice and attitudes towards learning.
3	Attendance- Our attendance data has shown that our PP pupils are attending at a similar percentage to non-PP children, we need to continue to monitor this with the attendance team to ensure that this continues to be the case.
4	First-hand experiences – Due to Covid-19, pupils have experienced a lack of first-hand experiences and we need to ensure that over the next 3 years that children are given the opportunities to experience a range of high-quality first-hand experiences in and out of the classroom.
5	Parental engagement- Lack of parental engagement can negatively affect the development of children eligible for PP. Lack of support educationally, socially and emotionally can negatively impact the progress of the children.

### 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show progress of disadvantaged pupils is in line with all pupils or above.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show progress of disadvantaged pupils is in line with all pupils or above.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>· Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>· A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain educational, social and	Sustained high attendance from 2024/25 demonstrated by:

<p>emotional support for pupils eligible for PP from families and improve attendance for all pupils particularly PP pupils.</p>	<ul style="list-style-type: none"> <li>· The overall absence rate for all pupils of 98%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.</li> <li>· The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being below 5%.</li> <li>• Engagement with school activities e.g. extra-curricular clubs will increase. Parents will engage with parent workshops and support pupils eligible for PP with learning e.g. homework tasks.</li> </ul>
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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: £24,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 Project (Oracy)	Lead teachers are taking part in Voice 21 project-this project is linked to oracy across the school. They will then disseminate and deliver training to other teachers.	1,2
To improve the attainment and progress of PP children in Upper Key Stage 2	To provide children in UKS2 with smaller, targeted groups for Maths. Use staff specialisms to deliver high-quality, personalised sessions for children with various abilities.	1,2
To develop and enhance a 'mastery' approach to the delivery of maths across the school.	Lead teachers to take part in maths mastery CPD with NW3 maths hub. Lead teachers to deliver training to staff team on this.	1,2
To improve the attainment and progress of PP children in Upper Key Stage 1.	To use an additional adult within KS1 to support identified PP children with their maths and English.	1,2
To address Barriers to learning.	Encouraging regular, wider reading. Promoting the opportunity to learn new skills.	1,2

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

Budgeted cost: £9336

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the level of PP attainment and fluency within the PSC.	Fund two Readers Count teachers to deliver small group sessions with PP children who would benefit from further support with Phonics.	1,2
To improve children's mental wellbeing and behaviour.	Provide small, flexible mentoring sessions for identified children. Sessions will aid pupils with their school life and aim to improve behaviour and attitudes to learning.	2,3,4
Interventions that address barriers to learning.	Pupil's access 1:1 and small group support across the curriculum. Children's reading level monitored by accelerated reader and improved with Spelling Shed. Maths skills to increase with use of TT rockstars and MyMaths.	1,5
National Tutoring Programme	Pupils to receive an additional 15 hours each of 1:1 tuition.	1,2

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

Budgeted cost: £ 6147

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide numerous enrichment activities for PP children; Breakfast Club, residentials, educational visits.	School to provide funding for PP children to attend enrichment activities and provide pupils with various environments to learn and develop new skills.	4,5
To provide additional IT resources.	Targeted children to receive support with using devices at home. Pupils will be able to access online learning platforms and attend any online teaching.	2,3,4,5
To provide support for mental health, well being and positive behaviour	Targeted children to weekly receive support with school dog/guinea pigs to build up confidence and promote positive behaviour such as completing homework and for attendance/punctuality.	2,3

**Total budgeted cost: £39,545**

## 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.

Measure	Impact			
To improve the attainment and progress of PP children in Upper Key Stage 2	Maths standardised scores in UKS2			
	<b>Pupil</b>	<b>Au-tumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>1</b>	119	117	123
	<b>2</b>	97	99	106
	<b>3</b>	106	110	114
	<b>4</b>	83	89	91
	<b>5</b>	77	69	79
	<b>6</b>	98	98	113
	<b>7</b>	99	100	100
	<b>8</b>	118	122	123
	<b>9</b>	101	103	105
	<b>10</b>	90	95	99
	<b>11</b>	94	96	101
<b>Aver-age</b>	<b>97.25</b>	<b>101.8</b>	<b>106.1</b>	
To develop and enhance a 'mastery' approach to the delivery of maths across the school.	Members of Maths Team attended CPD Sessions.			
	Subject lead delivered training to maths teaching staff.			
	School has moved to 'embedding' phase for 2021-2022 as part of the Maths Hub.			
To improve the attainment and progress of PP children in Key Stage 1.	Year 2			
		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Average	95	98	102

To improve the level of PP attainment within the PSC.	RWI progress for Reception			
		<b>Autumn</b>	<b>Summer</b>	<b>Progress</b>
	Pupil 1	Set 1 Sounds Group A	Lit/Lang	+12
	Pupil 2		Blue	+10
	Pupil 3		Yellow	+9

  

To support families to overcome barriers to learning, in particular attendance.	Attendance	
		<b>2020 – 2021</b>
	All pupils	98.4%
	PP	97.9.%

  

To provide additional IT resources.		<b>Engagement (attending 3 live lesson per day)</b>	
	Week 1	19/19	100%
	Week 2	19/19	100%
	Week 3	19/19	100%
	Week 4	18/19	94%
	Week 5	18/19	94%
	Week 6	18/19	94%
	Week 7	19/19	100%
	Week 8	19/19	100%

		<b>Uploading 4/5 pieces of English/Maths work</b>	
	Week 4	12/19	63%
	Week 5	13/19	68%
	Week 6	15/19	79%
	Week 7	16/19	84%
	Week 8	16/19	84%
Devices given to PP children to enable children to access online platforms to support learning at home.			

### 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