

## 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	Bishops Itchington Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023
Date this statement was published	14.10.2021
Date on which it will be reviewed	1.7.2022
Statement authorised by	
Pupil premium lead	Jacqueline Sykes
Governor / Trustee lead	Doctor Sarah Richardson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,625
Recovery premium funding allocation this academic year	£ 3,045
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	£ 36,670

# Part A: Pupil premium strategy plan

## Statement of intent

At Bishops Itchington Primary School, we believe that all children should have equal opportunities to education, experiences and so improve life chances.

Our Pupil Premium strategies focus on academic support so that all children can reach their learning potential, but also social, emotional and cultural experiences so they can become healthy life-long learners.

The key principle of our strategy is that of enriching 'the whole child'. We aim to generate happy and fulfilled young people who enjoy their learning and who thrive by being given the same opportunities as others in sport, music, being healthy, attending cultural events and experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Some Pupil Premium children need additional phonics teaching to ensure they keep up with their peers because they do not have support reading at home.
2	Some Pupil Premium children have disruptive home lives, especially as a result of parental break-ups; they may have experienced a number of adverse childhood experiences; or, there may be poor wellbeing of their parents or carers.
3	Some Pupil Premium children persistently arrive late at school or need support getting to school safely.
4	Some Pupil Premium children lack opportunities to expand their experiences.
5	Children do not always have the equipment and uniform needed to come to school and feel ready to learn.

## 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
The gap in achievement between Pupil Premium children and their peers is narrowed.	Achievement is in line with non-Pupil Premium children.
Accelerate progress in reading by providing additional phonics teaching for every child who has fallen behind in Years One to Year Six.	Pupil Premium children will reach their potential in phonics and reading by improving pass-rates in Year One and Year Two phonics tests.
The attendance of Pupil Premium children will improve.	No Pupil Premium children to have more than 10% non-attendance.
Pupil Premium children will be fully engaged with a sequential and interesting curriculum.	Children will be able to talk about their learning with excitement and interest for life-long learning.
Leaders of curriculum subjects give clear guidance to teachers on how to accelerate the progress and improve provision for Pupil Premium children.	Data for Pupil Premium children in reading, writing and maths show improved outcomes and that gaps are closing. Outcomes will be generally in line with national average.
Parents of Pupil Premium children will readily engage with the school and their child's learning.	Attendance at parents' evenings will increase. More communication with parents using Seesaw App. Increase in parental turnout at 'social events'.
To provide emotional support to all children who struggle emotionally and/or socially.	Further enhance the school's nurturing culture so children feel safe and able to learn and enjoy school. No PP children to receive a fixed term exclusion.

## 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: £15,000 per annum

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Accelerate progress, closing the gap for all eligible Pupil Premium children.</b></p> <ul style="list-style-type: none"> <li>• Improve reading skills;</li> <li>• Improve comprehension and inference skills;</li> <li>• Improve basic number skills.</li> </ul> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>• Continued training of teachers and Teaching Assistants in delivering good quality and effective phonics.</li> <li>• Continue to replenish inspiring and engaging texts.</li> <li>• Pupil Premium children to be heard reading regularly.</li> <li>• English Subject Manager to have on-going training so they can guide and instruct class teachers in improving their pedagogy.</li> <li>• Through CPD, improve the attainment of writing by the end of Foundation Stage.</li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Teachers and Teaching Assistants continue to receive development guidance and training in delivering the White Rose approach to maths.</li> <li>• English Subject Manager to have on-going training so they can guide and instruct class teachers in improving their pedagogy.</li> <li>• Maths intervention teaching assistant employed 4 mornings a week to run PIXL intervention therapies.</li> </ul> <p><b>All Subjects:</b></p> <ul style="list-style-type: none"> <li>• Teachers are trained in how to improve knowledge and recall/memory of previous learning (Re-wind).</li> <li>• Teacher feedback targeted towards Pupil Premium children so they understand clear steps on how they can improve – teaching assistants to closely monitor these pupils in lessons – reminders/prompts.</li> </ul>	<p>Sutton Trust – Quality first teaching will always have the biggest impact on children with Pupil Premium.</p>	<p>1</p>

<ul style="list-style-type: none"> <li>• Leaders of Core Subjects to give clear guidance to teachers on how to accelerate the progress and improve the provision for Pupil Premium children.</li> </ul> <p><b>SEN:</b></p> <ul style="list-style-type: none"> <li>• Staff to receive refresher training in supporting children with Autistic Spectrum Disorder.</li> <li>• Staff to receive training in identifying speech and language needs in pupils and delivering interventions.</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Accelerate the progress, closing the attainment gap for all eligible Pupil Premium children.</b></p> <ul style="list-style-type: none"> <li>• Pupil Premium children to have stories shared with them at lunchtimes with our reading dog, Olive to instil a love of reading.</li> <li>• Children in KS2 to receive additional intervention using 'PIXL therapies' to help them keep up that target specific Pupil Premium children and are aimed to improved identified gaps in skills.</li> <li>• Different and/or additional maths teaching targeted at Pupil Premium children to close specific gaps that have been identified by a teaching assistant.</li> <li>• Additional phonics to be taught to those children who do not meet the floor standard for phonics at the end of Year One and Year Two.</li> <li>• Pupil Premium children in Key Stage 2 who are behind with their reading will be targeted with additional phonics interventions.</li> <li>• Accelerate progress in understanding language in the foundation stage so they meet national expectations. Embark upon the NELI children's language scheme so gaps can be closed by trained staff.</li> </ul>	<p>EEF</p> <p>Small group tuition has an average 4 months' additional progress over the course of a year. Small group tuition is more likely to be effective it is targeted at specific pupils' specific needs.</p>	<p>1</p>

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

Budgeted cost: £9,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Maintain or increase the attendance rate of PP children.</b></p> <ul style="list-style-type: none"> <li>Office staff to carefully monitor the attendance of PP children and alert the Head Teacher if they are not in school.</li> <li>Continue to provide free places at Breakfast Club for Pupil Premium children who are persistently late or absent.</li> <li>Maintain close personal liaison with parents of vulnerable Pupil Premium children with regular house visits, meetings at school and telephone calls.</li> </ul>		2 and 3
<p><b>The mental wellbeing of parents of children of PP children and the children themselves receive mental health and wellbeing support.</b></p> <ul style="list-style-type: none"> <li>Provide free Holiday Club places for Pupil Premium children where families find school holidays challenging.</li> <li>Counselling purchased for Pupil Premium children who need it.</li> <li>Purchase of Jigsaw PSHE scheme so children receive consistent and sequenced support in emotional literacy, building resilience and nurturing mental and physical health.</li> <li>All staff trained in Emotion Coaching so they know to support PP children with emotional wellbeing challenges.</li> </ul>		2, 3 and 4
<p><b>Pupil Premium children have the same opportunities as their peers to access a wide range of experiences.</b></p> <ul style="list-style-type: none"> <li>Pupil Premium families will be offered a subsidy towards trips, music tuition, and clubs up to the value of £100 per year.</li> </ul>	<p>EEF</p> <p>There is an intrinsic value in teaching pupils creative and performance skills ensuring disadvantaged pupils access and rich and stimulating education. Overall, the average impact of arts' participation on other areas of learning appears to</p>	1, 2 and 4

	be about three months' progress.	
<p><b>Pupil Premium children have comparable equipment and uniform to other children, so they are prepared to learn.</b></p> <ul style="list-style-type: none"> <li>• Pupil Premium children will be offered uniform and equipment</li> <li>• Pupil Premium children will be offered subsidised costs for after-school and extra-curricular clubs, trips out and enrichment activities.</li> </ul>	<p>EEF</p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>Core components of a school uniform policy might include staff holding high expectations of pupils' behaviour and that their attire reflects the values and culture of the school which the pupils attend.</p>	1 and 5

**Total budgeted cost: £ 36,670**

## 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.

Our Pupil Premium strategy was targeted at supporting children to recover from Corona virus lockdowns socially, emotionally and educationally.

We have compared our non-PP academic pupil performance with our PP academic performance in Year 6 in Years 2020 and 2021, the results are as follows:

	Summer 2020 Non-PP (15) EXP+ %	Summer 2020 PP (3)	Attainment Gap - None	Summer 2021 Non-PP (14)	Summer 2021 PP (2)	Attainment Gap
Reading	67%	100%	+33%	85%	50%	-35%
Writing	80%	100%	+20%	93%	50%	-43%
Mathematics	67%	100%	+33%	93%	50%	-43%
GPS	73%	100%	+27%	93%	50%	-43%
Combined	67%	100%	+33%	93%	50%	-43%

While pupils in Year 6 did not sit official SATs tests, these scores reflect the Year 6 cohorts sitting past SATs papers at the end of the Spring Term 2020 and the end of the Autumn Term 2021.

### Externally provided programmes

Programme	Provider
Jigsaw PSHE Scheme	Jigsaw PSHE Limited



