



Bishopswood Infant School - Pupil Premium Strategy/Self-evaluation

1. Summary information					
School	Bishopswood Infant School				
Academic Year	2021-22	Total PP budget	£25,165	Date of most recent PP Review	July 21
Total number of pupils	179	Number of pupils eligible for PP (£1,345 per ch)	17 (£22,865)	Date for next internal review of this strategy	Dec 21
		Number of pupils eligible for PPG (£2,300 per ch)	1 (£2,300)		

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	50% (2019)	81% (65%)
% making expected progress in reading (as measured in the school)	88% (2019)	98% (75%)
% making expected progress in writing (as measured in the school)	100% (2019)	98% (69%)
% making expected progress in mathematics (as measured in the school)	100% (2019)	100% (76%)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Quality of teaching – ensuring all disadvantaged children are exposed to ‘quality first teaching’ by continually adapting and improving practice and refining the curriculum
B.	Attitudes to learning/Learning behaviours – some of our disadvantaged children show lower levels of resilience to their peers and more incidents of low-level/off-task behaviours during learning
C.	Retention of phonics – poor application of skills post Covid, ensure that Phonics and Early Reading are taught to a high standard across EYFS and KS1
D.	Parental engagement – some of our disadvantaged children have a lack of parental engagement in school and education, possibly due to lack of understanding of school, low parental education levels or low expectations/aspirations
E.	SEMH – some of our disadvantaged children need support with their emotional literacy and building self-belief and self-esteem alongside support with social/relationship building skills
F.	Resources – ensuring all disadvantaged children have access to extra-curricular experiences to broaden and enrich their school experience (such as support with school trips, taking part in after-school clubs)

Additional barriers (including issues which also require action outside school, such as low attendance rates)		
G.	Home environment – some of our disadvantaged children have lack of family engagement in school/learning, limited access to educational resources at home (such as books and sports equipment)	
H.	Low attendance – although the attendance of our PP/PPG children is good in comparison to the whole school and national targets we will continue to keep the profile of good attendance high to sustain this into next year	
4. Desired outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Children make expected attainment targets and progress rates in reading, writing and maths.	100% of disadvantaged children will achieve threshold for phonics test in Year 1 and 75% achieve ARE in R, W & M and combined at end of KS1. (Note - targets based original prior attainment group) Progress rates at end of KS1 will continue to be high in writing and maths and will increase for reading. For children not on the SEN register individual tracking shows accelerated progress in order to narrow the gap in attainment
B.	Improvements in the SEMH and wellbeing of our disadvantaged children.	For those children receiving ELSA support they will achieve their targets. For those with a Thrive profile an increase in their percentage will be seen by the end of the year.
C.	Children to confidently apply phonics skills for both reading and spelling.	Adults across the school using a consistent approach to teaching phonics. Tracking of progress is more robust. PP children show progress from their starting points.
D.	An increase in parental engagement with their children's attainment and progress.	An increase in communication between parents and teachers resulting in greater parental understanding of their child's academic targets
E.	Children demonstrate our learning behaviours including an increase in their resilience and a positive attitude to learning.	Strategies from PBS training used by all staff. Children's individual targets on their pupil premium plans will be met and teachers see an increase in positive attitudes to learning and decreased off-task behaviours in class.
F.	Children experience a range of activities to immerse them into the curriculum and complement the learning themes. In addition, extra-curricular opportunities are plentiful.	Uptake of extra-curricular activities from PP children. Before and after survey to gauge increased numbers.

5. Review of expenditure			
Previous Academic Year		2020-21	
i. Quality of teaching for all			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Pupil progress meetings held after each Data Drop throughout the year (4 times) using PAG grids to support discussions [PP/PPG children a key group for discussion - academic & pastoral progress].	Staff awareness of all children's needs is raised and high expectations for all are maintained. SLT are aware of gaps in achievement and progress and support any interventions in place to close these.	<p>Sept 20 – March 21 Due to Covid and the national lock-downs, we used a revised assessment calendar. Teachers used classroom monitor for ongoing assessment. Pupil Progress meetings were held to review progress. Year groups effectively used phase leader reports in progress meetings to prioritise teaching focus & intervention groups. Plans from January interrupted due to the National lockdown. Pupil premium children not in school were contacted regularly and pastoral support given as appropriate. See internal documentation for numbers of PP children engaged in home learning or in school.</p> <p>March 21 – July 21 School reopened in March to all pupils after partial closure from the beginning of January. We continued to use Classroom Monitor to track progress. When Classroom Monitor was analysed not all year groups had assessed the same number of objectives between year groups and there some inconsistencies between classes. SLT discussed and now there is parity between classes, year groups and subjects. This enabled us to look at key areas for teaching and intervention post lockdown. See end of year data reports for outcomes.</p>	Pupil progress meetings continue to be very successful in raising awareness of PP children with all staff. We will continue these next year after each Data Drop. Further training will be given to SLT to analyse classroom monitor and use its features to complement tracking of PP.
Regular whole staff CPD focused on school improvement actions.	Ensure high quality teaching from all teachers and support staff.	<p>Sept 20 – March 21 Staff meetings held weekly were split into whole school training and team training. These focused on Teacher Assessment using Classroom Monitor, NFER, in addition it looked at provision for isolation activities and Seesaw in Autumn term. ISPs for disadvantaged and vulnerable. Coverage and Continuity Learning journeys have been engaging, lesson observations and the visit from LLP show 'Bishopswood Way' strategies are in use and adapted as appropriate for safety. All lesson observations completed were of a good quality during Autumn but Spring delayed due to lockdown.</p> <p>March 21 – July 21 Staff meetings altered on reopening, looking at pupil wellbeing and altering curriculum plans. Focused team meetings after training have been introduced, giving time to implement new ideas and cement within their team this term which teachers have found more productive.</p>	The alternate team meetings/ whole staff training gave teams opportunity to better reflect and put provision in place more bespoke to their cohorts this was reflected in leader reports. Positive feedback from staff around this approach.

<p>Develop the use of flexible grouping and promote challenge for all to ensure the needs of each individual child are met.</p>	<p>Increased levels of pupil attainment, narrowing the gap between disadvantaged children and their peers.</p>	<p>Sept 20 – March 21 Autumn lesson observations and the visit from LLP show ‘Bishopswood Way’ strategies including flexible groupings are in use (adapted as appropriate for safety).After school closures, we continued to monitor the standard of teaching by reviewing recorded remote learning across the Federation. We will continue to develop teaching to move on learning from Secure to GD.</p> <p>March 21 – July 21 Lessons, flips and plans show previous term/year objectives referred to. Remote learning and Isolation plans available and used differentiated as appropriate.</p>	<p>Staff awareness of effective use of flexible grouping evident. Opportunity in remote learning to access a range of challenge reflected this also. Next year continue to look at how to support children with support staff.</p>
<p>Increase whole staff understanding of children’s SEMH and wellbeing through new HCC initiative in collaboration with Bramley School</p>	<p>Staff awareness of importance of wellbeing for learning.</p>	<p>Sept 20 – March 21 Training revisited and Thrive assessments for key individuals, ELSA sessions commenced as we adapted our protective measure to do so. Initiatives planned interrupted due to some of the protective measures in place. From January, there were partial school closures due to COVID. A section focused on well-being was created on the school website during school closures; signposting parents to wellbeing and mindfulness activities for both adults and children. Families of vulnerable and disadvantaged children contacted regularly to check on wellbeing of children and parents; offering support where necessary.</p> <p>March 21 – July 21 PBS support was completed remotely but in school intervention delayed due to Covid. Provision adapted continuously, adult support and timetables as well as approaches to meet changing needs. Outside agency support has been sought as needed and training delivered. ISPs include a level of pastoral support and targets for the majority of children with need but not all so we will review this in Spring.</p>	<p>Staff awareness of wellbeing has increased this year, and despite the school closing for part of the year, staff have continued to consider wellbeing of children within remote learning and seesaw activities. we will continue with a well-being lead to promote well-being and mindfulness to all children and staff alongside the academic catch-up curriculum and look to train a Mental Health and Wellbeing Lead (DLMH Designated Leader for Mental Health)- to enhance this further by training staff to support children's mental health, support staff mental health, look for opportunities in the curriculum to promote, wellbeing, mental health awareness and mindfulness.</p>
<p>Develop our Bishopswood curriculum for both core and foundation subjects, linked to our renewed vision and values.</p>	<p>All children have access to a broad and balanced curriculum, promoting our vision and values and key learning behaviours.</p>	<p>Sept 20 – March 21 We continue to embed our vision and values and some subject specific staff meetings have happened such as Music. We delayed some due to a renewed focus on revised curriculum due to school closures. Subject leaders’ activities were interrupted due to partial school closures as a renewed focus on remote learning. We will work further on how to embed values within subjects – staff meetings for subjects planned for Summer Term.</p> <p>March 21 – July 21 After Lockdown and reintroduced protective measures we have not been able to undertake a large amount of the planned monitoring and Leadership development activities. We still aim to complete these actions but they will extend into the Autumn Term.</p>	<p>Although work has begun on embedding vision and values within the curriculum this will need to continue into next year. All staff to promote and remind children of importance of whole school values at start of year, both within curriculum and the school community. Staff meetings next year led by T&L lead will continue to embed values within the curriculum.</p>
Total budgeted cost			£8,967

ii. Targeted support			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
All PP/PPG children have a 'Support Plan' (PEP for LAC/PA) which highlights individual barriers to learning, previous and current attainment and progress and any additional support & interventions in place to improve outcomes.	Parents, staff and governors are able to clearly see the support in place for individual children. Increased responsibility from staff for all disadvantaged children.	<p>Sept 20 – March 21 Staff meeting reintroducing 'Individual Support Plans' (ISPs) in Autumn 1 – sharing expectations around accountability for all eligible children. All plans in place by end of Aut 1 (PP, SEN, LAC, PA, EAL). Monitoring in Autumn 2 showed consistency of format but support needed with target setting in some year groups – individual support given. Planned actions interrupted due to partial school closure.</p> <p>March 21 – July 21 After school reopened, some planned activities were delayed. All ISPs reviewed to ensure recent targets discussed as some interventions needed revisiting before moving on. The format of ISP has been effective in raising profile of all disadvantaged children with teaching and support staff.</p>	Some ISP targets will need to have more measurable intended outcomes and these tracked as to whether children have awareness of these and whether they are completing them. We will continue to develop their use. Next year further monitoring will be required to ensure adult support used effectively to close gaps. Also now more embedded, we will be looking to share with parents to discuss barriers and targeted support.
Create set of non-negotiables for all disadvantaged children (e.g. reading with adult 2x a week, additional library books, additional parent consultation, working with teacher 3x a week, identified key adult)	Raising profile of disadvantaged children across the school. Ensuring children receive additional academic and pastoral support.	<p>Sept 20 – March 21 Staff meeting introducing 'Individual Support Plans' (ISPs) in Autumn 1 – sharing expectations around accountability for all eligible children and expectations. All plans in place by end of Aut 1 (PP, SEN, LAC, PA, EAL). Non-negotiables discussed with SLT to create list for all children, feedback meeting was delayed due to Covid. Families of vulnerable and disadvantaged children contacted regularly to check on wellbeing of children and parents; offering support where necessary.</p> <p>March 21 – July 21 Non-negotiables list finalised; shared with parents at first parents' evening.</p>	Non-negotiables list to be finalised in Autumn 1 to be shared with parents at first parents' evening. Need to review original suggestions in light of COVID restrictions whilst still ensuring all children receiving support above and beyond.
Disadvantaged children who have an additional need to be assessed using Thrive framework and individual action plans created.	Children's SEMH needs are identified and both individual and group work supports them in improve emotional development and increase Thrive percentages.	<p>Sept 20 – March 21 Children with SEMH needs assessed using Thrive framework – release time given with SENCO to assess and action plan for more complex children. Expectation regarding key adults shared with all staff – varies for needs of each child, meeting the need can look different. School closed due to COVID. Thrive group on regular vulnerable contact list.</p> <p>March 21 – July 21 Increase in Thrive Profile percentages seen for children in additional group.</p>	Second year of Thrive use meant teachers were more confident in the assessments. The pairing of adults and children wasn't always successful due to staffing changes and more need in some year groups. Next year's key adult list discussed with SLT to ensure the correct children are receiving Thrive support. Release time planned to re-assess children on return to school – re-evaluate action plans and support as necessary. Thrive group very successful and as these children are transferring to Junior School and have not been in school during closures will look to run once again in Autumn Term.
Children with a Thrive profile spend time with designated key adult each week, focusing on actions from their action plan.			
Thrive groups run weekly for key children in Year 2 (including some PP/PPG children) to meet similar targets as appropriate.			

Disadvantaged children with additional need allocated a child champion (key adult) to have an increased awareness needs, beyond the academic.	Vulnerable children have a secure relationship with at least one key adult they work with regularly. Pupil passports highlight needs to all adults working with them.	<p>Sept 20 – March 21 Expectation regarding child champions shared with all staff – varies for needs of each child, meeting the need can look different depending on action plan.</p> <p>March 21 – July 21 School closed due to COVID. Child champions sent children postcards as part of transition to new year groups. Pupil passports shared with new teachers and discussions planned in Sept between previous and new champions.</p>	Next year's child champion list discussed with SLT to ensure the correct children are receiving Thrive support and have a champion. Use of passports reviewed as ISPs and pupil profiles mean repetition.
All SEN PP/PPG children to be assessed on the return to school to highlight any new gaps in learning as a result of school closure.	Children's gaps in learning identified early and interventions put in place where possible to close these gaps.	<p>Sept 20 – March 21 All children assessed using Classroom Monitor and ISP/Pupil profiles in place. Monitoring of Pupil Profiles delayed due to Covid planned for Summer Term to evaluate progress made and evidence of keep up and catch up learning.</p> <p>March 21 – July 21 CM shows gaps are closing.</p>	We will continue to benchmark disadvantaged children to identify gaps quickly and start targeted support promptly; allowing gaps to be closed and progress to be measured accurately.
Under the direction of year group leaders, LSAs/HLTAs to provide targeted support across the year group for basic literacy and numeracy skills (Pupil Profiles used to identify gaps in skills)	Improved learning outcomes for all disadvantaged children, narrowing the gap between them and their peers.	<p>Sept 20 – March 21 Pupil Progress Meetings provided analysis of data and identification of gaps in learning for individuals and groups. All year groups received additional afternoon support for children working below ARE, including disadvantaged and SEN children. School partial closures due to COVID so interventions were interrupted.</p> <p>March 21– July 21 Pupil Profiles updated by teachers. Monitoring of Pupil Profiles showed progress made and evidence of keep up and catch up learning. Information shared as part of transition to ensure targeted support can begin.</p>	Additional afternoon adult support for all year groups, subject to COVID restrictions. Following benchmarking of all disadvantaged children on their return to school, year leaders to identify gaps quickly and start targeted support promptly; allowing gaps to be closed and progress to be measured accurately.
ELSA provision personalised to the needs of individual children	Identified children will make progress against their personal ELSA targets.	<p>Sept 20 – March 21 Children requiring ELSA support triaged: timetables of support in place subject to protective measures. School closed due to COVID. Children receiving ELSA prior to lockdown contacted and activities sent home if appropriate. Support given to parents who contacted whilst school closed with bereavement or anxiety.</p> <p>March 21 – July 21 Progress can be identified but looking to review how progress recorded – quantitative or qualitative.</p>	ELSA support has always been an invaluable part of our support network within the school, either one-off or a series of focused sessions. This support is planned to continue subject to COVID restrictions. Progress can be identified but looking to review how progress recorded – quantitative or qualitative.
Talk Boost (Yr R) & Language Link (Yr 1 & 2) programmes implemented for children with below age-expected language skills (PP/PPG children will be assessed)	Increasing the number of children leaving KS1 with age appropriate oracy skills will support further learning and development.	<p>Sept 20 – March 21 Children in KS1 all assessed using Language Link by end of Autumn 1, children needing support grouped and interventions started in Autumn 2. School closed due to COVID. Activities sent home to children receiving SALT or Language Link support at start of lockdown.</p> <p>March 21 – July 21 Any new children joining the school assessed using Language Link. Talk Boost training for Yr R teacher booked for Summer Term.</p>	Language link assessments will be completed with all Year R children and previous children working below expectations. Hampshire SALT support reviewed at end of July for Federation, programmes for key children to be re-started when children return. Extend into KS2 for children of concern.
Total budgeted cost			£14,498

iii. Other approaches			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Termly meetings in addition to whole school parent's evenings to review PP/PPG children's attainment, progress and discuss targets.	Increased parental engagement and understanding of children's attainment and progress.	Sept 20 – March 21 Parents' evenings held in October via phone. Teachers chased any non-attending D&V families to discuss progress. Mid-year parents' evenings completed in March. March 21 – July 21 Additional parent's evenings unable to be held due to COVID. All disadvantaged parents contacted during lockdown; support offered with home learning and internet access if applicable.	We were unable to complete these meetings as hoped. This is something we will look to carry over to next year. Once all children have been re-assessed these will be shared with parents alongside additional support given. PEP meetings for PPG children will be completed.
Regular monitoring of attendance. Communicate with parents regularly so poor attendance can be challenged but support offered where necessary.	Continue to see attendance of PP/PPG children in line with whole school attendance.	Sept 20 – March 21 Attendance tracked in Aut and parents across the school contacted as appropriate- some absences due to need to isolate. Data shared with governors- attendance figures above National 18 for all sub-groups. School closure during Spring. Attendance and access to remote learning monitored to ensure PP children accessing education. CS contacted for support for 2 D&V families. March 21 – July 21 Attendance positive despite families having to isolate; figures above National.	Regular monitoring of attendance and communication with parents is beginning to embed into the school expectations. Attendance figures remain above National averages and we will continue to monitor both whole school and sub-groups.
Financial support to enable children to access school visits, enrichment activities, after school clubs and school uniform	All children feel a sense of belonging to the whole school community and are able to access the full range of extra-curricular activities.	Sept 20 – March 21 Families across the school supported in a range of ways- some activities postponed due to protective measures. Additionally support given for buying uniform and shoes for key families. EDENRED to support families with school meals during lockdown, alongside referring to Spotlight for food parcels. March 21 – July 21 Support given for postponed residential and resumed extra-curricular activities.	We will continue to support families financially as children return to school in September. During the summer, contact made with key families to discuss uniform and support available. As extra-curricular activities start we will support families to ensure children are able to access them.
Provide cultural experiences/ opportunities for all children [e.g. visitors into school, specialist sports/music activities]	All children have access to a range of opportunities, regardless of financial circumstances.	Sept 20 – March 21 Due to protective measures, experiences/opportunities arranged during Autumn term were adapted or completed in year group bubbles such as online panto in both KS1 and KS2. Each time a selection of disadvantaged children chosen to attend or take part (and funded where applicable). March 21 – July 21 All enrichment activities took place once restrictions were lifted.	It wasn't a fully 'normal' school experience for the children due to protective measures in place with reduced opportunities for visitors to school and trips out but we will look at providing further experiences next year. We will continue to support families with these.
'Bishopswood Buddies' to develop social skills, take part in activities. Although mainly for new Year R, D&V children from all years are invited to attend.	Children experience time at school before September start: reduce anxiety, build relationships, allow for early academic assessment.	July – Aug 21 Bishopswood Buddies Club was held in the Summer holidays and due to coronavirus protective measures were in place. This really supported the transition process for children starting school in September as well as those additional children invited to attend.	Buddies Club will be planned and budgeted for next year as we have seen the benefit to these children of coming back into school before term starts.
Total budgeted cost			£6,420

6. Planned expenditure					
Academic year		2021-22			
The 3 headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil progress meetings held after each Data Drop throughout the year using Classroom Monitor and PAG grids to support discussions [PP/PPG children a key group for discussion - academic & pastoral progress].	Staff awareness of all children's needs raised and high expectations maintained. SLT aware of gaps in achievement and progress and support any intervention in place to close these.	Research shows a robust approach to monitoring and evaluation of interventions means gaps in achievement can be assessed and planned actions/interventions evaluated and adapted.	EDHT /AHT ensure meetings are focused on key targets set at beginning of year and result in clear outcomes moving forward for individuals and groups.	BS/MM	Pupil progress meetings will be held regularly and outcomes shared with ESLT & governors.
All children (including SEN PP/PPG) to be assessed on the return to school to highlight any new gaps in learning as a result of school closure last year. Use of Classroom Monitor and NFER as appropriate.	Children's gaps in learning identified early and interventions put in place where possible to close these gaps.	Research shows an increased staff awareness of disadvantaged children ensures teachers and subject leaders can take responsibility for their progress.	Experienced staff used to complete assessments and outcomes shared with teachers/year leaders/SENCO/DT as necessary.	BS Year leaders	Assessments reviewed as part of pupil progress and termly review of ISPs and retaken as appropriate.
Regular whole staff CPD focused on school improvement actions.	Ensure high quality teaching from all teachers and support staff.	Research shows effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	Observations of learning with specific feedback Book/planning monitoring where next steps identified.	GG/BS/MM	Termly monitoring of books, teaching and planning to review impact on T&L.
Retrieval Practice: Deliver training on the various techniques/strategies that enable children to enhance their ability to retrieve/recall key information.	To support children to catch up on any lost learning opportunities. (Retrieval Practice and Teaching whilst looking back)	Consistent research has shown retrieval practice can benefit pupils' learning. An EEF report on Cognitive Science examined the evidence underpinning retrieval practice, highlighting its potential to support pupil learning.	Staff training. In class four key elements determine its effectiveness: 1. Right level of difficulty 2. Pay attention to higher-order thinking 3. Addressing misconceptions 4. Steer self-directed study	AT	Monitor PP pupils' awareness of gaps in their learning and self-assessment in place. For all children to have made at least expected progress based on their prior attainment.
To use our recovery plans to help children catch up on any lost learning opportunities. Continue to practise core skills across subjects. Eng. & Maths	For all children to have made at least expected progress based on their prior attainment.	Research shows effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	Leaders to remind staff how to do this effectively without losing the integrity of the foundation subjects Learning Objective.	GG English and Maths leads	Monitor at each data drop . For non-SEN PP children to be line with Non PP for RWM combined at both EXS and GDS.

Revised phonics training for all staff. Ensure improved teaching of phonics for pupils entitled to PP funding.	Consistent teaching of phonics to ensure all lessons are at least good.	Research from the EEF shows the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	Release time for English Lead to embed and train staff in new phonics scheme. Ensure phonics training is applied with planning support and monitoring. Reading interventions to take place for those not making desired progress.	ES/MM English lead	Lesson observations / feedback to take place each term. There will be no attainment gap between disadvantaged children and non-disadvantaged children.
Improved assessment, tracking and intervention of phonics throughout KS1 using phonics tracker.	Children confidently segmenting, blending, and applying their skills in different contexts. D&V children to leave the school having passed the phonics test.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.	Set milestone targets to ensure that all PP children are making good progress from their starting points. Training given to all staff as phonics taught to all children who still require support.	ES/MM English Lead	Half-termly Phonic assessment to take place-.
Develop the reading culture in the school by assessing the use of, classroom libraries and home reading resources.	To engender and foster a love of reading in our children. Engagement with whole class texts.	Research by the EEF states that decoding and comprehension skills are necessary for confident, competent reading.	High quality books purchased and used across the curriculum to embed a range of writing skills.	ES/MM English Lead	Monitor the borrowing of books and ensure PP children are accessing a range of texts regularly.
Further develop our Bishopswood curriculum for both core and foundation subjects, linked to our renewed vision and values. Ensure T&L strategies match subjects and are differentiated appropriately.	All children have access to a broad and balanced curriculum, promoting our vision and values and key learning behaviours.	A narrowed curriculum can restrict children's life choices and opportunities.	T&L leader and subject leaders review curriculum coverage for their subjects through regular monitoring.	AT	Curriculum & subject coverage reviewed throughout the year.
Total budgeted cost					£8,898

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure all PP/PPG children have 'Individual Support Plans' (ISPs) (PEP for LAC/PA) which highlights individual barriers to learning, previous and current attainment and progress and any additional support & intervention in place to improve outcomes.	Parents, staff and governors are able to clearly see the support in place for individual children. Increased responsibility from staff for all disadvantaged children.	Research shows an increased staff awareness of disadvantaged children ensures teachers and subject leaders can take responsibility for their progress.	The plans will be monitored, reviewed and evaluated regularly by SLT and shared with parents.	BS	Personal plans will be reviewed as part of each Data Drop by teachers and outcomes shared with SLT at each pupil progress meeting throughout the year.
Under the direction of year group leaders, LSAs/HLTAs to provide targeted support across the year group for basic literacy and numeracy skills (Pupil Profiles used to identify gaps in skills)	Improved learning outcomes for all disadvantaged children, narrowing the gap between them and their peers.	This support is precise and allows for specific teaching of both basic skills for literacy and maths to enable this group of children to both catch up and keep up.	Good communication between LSAs and class teachers. Class teachers to take responsibility for identification of needs, planning and assessing impact. Pupil progress meetings enable SLT to monitor impact of interventions.	BS (KR, ES)	Pupil progress meetings will be held regularly and outcomes shared with ESLT & governors.
Ensure School-Led Tutoring in place for those who are working below ARE in maths and English. Review regularly. Ensure that all targets are appropriate to the child's needs and are measurable.	For all children to have made at least expected progress based on their prior attainment. For all PP children to demonstrate good progress against targets.	This support is precise and allows for specific teaching of both basic skills for literacy and maths to enable this group of children to both catch up and keep up. Class teachers will tutor as they know the children's needs and can ensure best provision.	Individual targets will be decided by class teachers. Groups will be rotated each week to ensure children are still exposed to a broad range of curriculum opportunities. These sessions will all take part in the afternoon so children do not miss further English & maths opportunities.	BS	After a series of 10 weeks of sessions are completed. These children will make increased progress in reading, writing and maths by the end of the year but we will use classroom monitor to review at regular intervals.
Language Link programmes implemented for children with below age-expected language skills (all PP/PPG children will be assessed).	Increasing the number of children leaving KS1 with age appropriate oracy skills will support further learning and development.	Research shows that children who have a language gap with their peers are less likely to reach age related expectations in all curriculum areas	Children will be assessed at beginning of year R as part of initial assessments, one adult will be responsible for	BS KR	Termly as part of Pastoral SLT meetings to review children's progress and next steps.

Disadvantaged children who have an additional need to be assessed using Thrive framework and individual action plans created.	Children's SEMH needs are identified and both individual and group work supports them in improve emotional development and increase Thrive percentages.	Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn.	SENCO supports staff with completing Thrive profiles and action plans. SENCO analyses impact of Thrive groups to share with SLT/governors.	BS RM EE	Thrive groups reviewed termly as part of Pastoral SLT meetings to review children's progress and next steps. Individual children re-assessed at end of year to see progress in Thrive percentage.
Children with a Thrive profile spend time with designated key adult each week, focusing on actions from their action plan.					
Disadvantaged children who have an additional SEMH need allocated a child champion (key adult) to have an increased awareness of that child's needs, beyond the academic. They complete and update the child's passport throughout the year.	Vulnerable children have a secure relationship with at least one key adult that they work with regularly. Thrive assessment highlight the child's needs to all adults working with them.	Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn.	Staff are a 'champion' for a vulnerable child links with our ethos of 'caring, respecting and thriving together'. SENCo/ thrive lead to review progress on Thrive assessments.	RM/EE	Individual children re-assessed at end of year to see progress in Thrive percentage.
ELSA provision personalised to the needs of individual children	Identified children will make progress against their personal ELSA targets.	Children who have secure attachments and strong emotional resilience skills are more able to be successful learners.	ELSA meets EDHT/SENCO at end of each half term to evaluate provision and plan following term's support.	BS	Half termly when EDHT/SENCO and ELSA meet.
Total budgeted cost					£12,229

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Regular monitoring and tracking of attendance. Communicating with parents regularly, so poor attendance can be challenged but support offered where necessary.	Continue to see attendance of PP/PPG children in-line with whole school attendance.	In order to learn children need to attend school regularly. Irregular absence can have a greater negative impact on achievement than a single period of illness.	School office & EDHT regularly track attendance and contact parents before child's attendance levels drop below 93%.	BS	Attendance monitored at end of each half term. Report outcomes of attendance analysis to governors termly.
To arrange a series of workshops to help parents develop greater knowledge of how to support their children's learning in early reading and writing. Involve Parents in supporting children to learn phonics.	For parents to feel better equipped to support their child's learning at home by knowing how they are taught in school and what they can do to support.	To increase parents' knowledge of what their children are learning and the progress they are making. To increase parents' ability to support their child's learning at home.	Experienced practitioners to lead. Based on key areas from assessments. Resources provided for parents – online and paper.	KR ES MM	After each meetings to evaluate effectiveness and attendance and engagement from parents' feedback.

Whole school training from Primary Behaviour Support to support staff in supporting children's SEMH and Wellbeing needs effectively.	To effectively meet the needs of our most vulnerable children who require bespoke support for SEMH needs.	Poor mental health correlates with long-term negative impacts. A recent EEF meta-analysis suggested programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.	Experienced PBS practitioners to lead training. Training then used to inform our interactions and our attitude towards pupil's wellbeing and mindfulness. Clarity and consistency established in our key approaches.	GG/BS/EE	Review after training, share training materials, revisit in staff meeting later within the half term. Are approaches apparent during learning walks and observations? Questionnaire for staff to reflect on approaches used.
Financial support to enable children to access school visits, enrichment activities, after school clubs and school uniform	All children feel a sense of belonging to the whole school community and are able to access the full range of extra-curricular activities.	Children who feel secure and have a sense of belonging are better placed to learn.	Newsletters & home/school visits in Year R ensure parents are aware how they can ask for assistance. Class teachers inform SLT if there is anyone they think who is not accessing this support	BS	Ongoing throughout the year to ensure all children/families are accessing support they are entitled to.
Provide cultural experiences/ opportunities for all children [e.g. visitors into school [inc. drama companies], fundraising opportunities, specialist sports/music activities]	All children have access to a range of opportunities, regardless of financial circumstances.	Access to a broad range of experiences ensures all children have the opportunity to increase their future aspirations/broadens their horizons.	SLT discuss different opportunities we can provide for children beyond the school curriculum, funding discussed with governors.	BS	Ongoing as ideas are brought to SLT. After each experience, discuss impact on children's wellbeing and decide if repeat.
For PP/PPG children to be invited to attend our 'Bishopswood Buddies' summer club at the school to develop social skills and take part in range of activities. Although mainly for new Year R children, disadvantaged children from all year groups are invited to attend.	Children have the opportunity to further experience time at school before starting in September, to reduce anxiety, build relationships with staff and allow for some early academic assessment.	Although the summer club is not entirely academically focused and will therefore have limited impact on attainment or progress; it helps to initiate positive relationships between school and home and increases children's confidence when starting/returning to school	Buddies Club is led by the EYFS leader. KR feeds back to SLT at the beginning of the year and raises any concerns about key children and families that may need further support moving forward.	KR	When KR feeds back to SLT discuss impact on early intervention, assessment and children's confidence.
Total budgeted cost					£4,117

7. Additional detail

Resources & documents used to evidence and support rationale:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The Pupil Premium - How schools are spending the funding.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf)

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

<http://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>