

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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

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 Wood Junior
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22- 2024/25
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gary Stanley
Pupil premium lead	Jane Guest
Governor / Trustee lead	Louise Abslom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27210.00
Recovery premium funding allocation this academic year	£580
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	£27790.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas and have the resilience needed to face all challenges. We are ambitious for all our pupils and we aspire for them to reach their full potential.

High-quality teaching is at the heart of our approach. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations for all the pupils they teach. Teachers ensure that all children are challenged and that we intervene early when support is needed.

We strive to work collaboratively with parents, building good relationships and involving them in all decisions made.

Challenges

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

Challenge number	Detail of challenge
1	Observations, pupil/teacher voice and parent meetings show that some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Teacher referrals for support have markedly increased during the pandemic
2	Our observations and discussions with pupils and families, show that some pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
3	Lower attendance in some PP/disadvantaged children. This may be due to covid and the need for self-isolation. Something to be monitored.
4	Nessy screener, dyslexia reports and observations/ checklists completed by staff highlight that a high proportion of our PP pupils experience Spld difficulties. These can include spelling difficulties, reading difficulties and a lack of exposure to a wide range of vocabulary.
5	Lower maths results

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
Improve and sustain the attainment of children, making at least expected progress.	<ul style="list-style-type: none"> Pupil Progress data shows children make at least expected progress. Children eligible for the Pupil Premium attain at least as well other children. Children who receive additional, teacher-led tuition attain at least as well as their counterparts. Children to make age-related expectations. Children to know more and remember more.
Improve and sustain the resilience, confidence and self-esteem of all pupils. For the pupils themselves to recognise that they have the tools to regulate their emotions and behaviour. Positive mindset.	<ul style="list-style-type: none"> Children understand what expected behaviour in and around the school looks like. Children are able to reflect on their behaviour and self-regulate.
Improving and maintaining attendance	<ul style="list-style-type: none"> Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap).
Widening experiences and extending opportunities. This will boost confidence, enable them to experience new situations and achieve.	<ul style="list-style-type: none"> Children have many opportunities throughout their education at Bishop Wood to widen their life experiences. We aim for all children to undertake at least 3 visits/experiences outside school per year. We offer a wide range of after-school clubs which all children are able to attend Children's language is enriched by their experiences.
Create and maintain positive relationships with parents. Work together for common goal.	<ul style="list-style-type: none"> Close and trusting relationships with parents. Parents are able to discuss concerns openly and suggestions/solutions discussed
Improved maths	<ul style="list-style-type: none"> Maths results will be in line with other subjects

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: £ 13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher to take group during all maths sessions in year 5 and 6	Maths results are lower than English results. Historically pupil voice has shown that children feel less confident in maths. Children feel more confident to ask questions, get involved when taught in a small group. EEF Toolkit Feedback +6, Reducing class size +2, mastery +5	5, 1
ADD-Vance training – supporting children with challenging behaviour.	Increased number of referrals to Senco and Family Liaison worker. EEF Toolkit Behaviour Interventions +4	1
Steps Refresher	Consistent approach adopted for all pupils EEF Toolkit Behaviour Interventions +4	1
Nessy – understanding dyslexia for Schools – training for staff. Phonics training with staff.	High proportion of students with dyslexic tendencies. Reports, Nessy screener, checklists completed by staff and work scrutiny by teachers EEF Toolkit Individualised instruction +4, learning styles	4,1,

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	Some children have fallen behind during lockdown, 1:1 specific tailored tutoring is able to fill in gaps missed.	5,4,1

	EEF Toolkit Extending School time +3, Feedback +6, Individualised instruction +4, 1:1 tutoring +4	
Small groups before school/after school maths interventions	Teacher assessment. Pre-teaching can minimise feeling of failure, children feel more positive about going into a lesson and more willing to have a go. Helps boost confidence and self-esteem. EEF Toolkit Extending School time +3, Feedback +6, Individualised instruction +4, 1:1 tutoring +4	1,5
Nessy Program and screener	50% have dyslexia or dyslexic tendencies. Nessy screener, reports from assessors and teacher assessment. This program supports class work. Children enjoy and find it highly motivating. Can be accessed from home too. EEF Toolkit Individualised instruction +4, learning styles	4,1

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school – Zones of Regulation	More children being referred to Ms Hill for anger and emotional needs. Discussions with parents about behaviours/ anxiety at home and coming to school. Children unable to regulate themselves and not always able to express how they are feeling. EEF Toolkit Behaviour interventions +4, social and emotional learning +4	1,3
Ms Hill 1:1 sessions and group sessions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Increased number of referrals made by teachers and parents. EEF Toolkit Behaviour interventions +4, social and emotional learning +4, mentoring +2	1,3
Forest School	Parent discussions and teacher observations conclude that some children can	1,2

	<p>lack resilience. They can find it difficult to interact with children from other years, particularly after having to stay in 'bubbles' during the pandemic. Forest school helps make children more Independent, creates resilient and improves focus. It helps build confidence and social skills. Children in Forest Schools have to work and learn together with their peers.</p> <p>EEF Toolkit Collaborative and learning approach +5 , social and emotional +4</p>	
Pupil conferencing Tring School	<p>This has proved beneficial and successful in previous years. When Ms Hill has visited the children in the first term at Tring School, they have said how useful they found the conferencing and how it prepared them for the challenges of moving to secondary school</p> <p>EEF Toolkit mentoring +2</p>	1,3
DESC	<p>Some pupils need strategies and help above and beyond the quality first teaching to help self-regulate and build resilience</p> <p>EEF Toolkit Behaviour interventions +4, Social and emotional +4</p>	1,3
Funded Day trips	<p>All children are included, no financial barriers. Widening curriculum.</p>	2
Funded Residential trips	<p>All children are included, no financial barriers. Widening experiences boost confidence. Gives the children chance to be taken out of their comfort zone.</p>	2
Funded Music lessons	<p>Evidence shows music lessons can improve reading skills, increase vocabulary and language ability.</p> <p>Develop listening skills, aural awareness, abstract thinking and imagination. Increase memory skills, builds concentration and attention span. Build social skills, self-discipline, patience and improve behaviour. Build confidence and emotional growth and make a happier child.</p> <p>EEF Toolkit Arts participation +3</p>	2, 1
Uniform	<p>Improved confidence, help to feel part of the community</p> <p>EEF Toolkit uniform</p>	1,3
Extended parent meetings termly	<p>Positive results when parents are engaged and are part of the decision process.</p> <p>EEF Parental engagement +4</p>	1,2,3

Funded places at outside and after school clubs	Helps attendance. Helps children to work in groups, find aspirations and interests EEF Toolkit Arts participation +3, physical activity +1, Aspirational	2
Funded places at Breakfast Club	Parents able to work. Improves children's attendance	3

Total budgeted cost: £ 28000

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.

See previous plan.

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

Further information (optional)

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