

# 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	237
Proportion (%) of pupil premium eligible pupils	10.1% FSM 7% Post-LAC 2% Services 1% Other 0.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22- 2024/25
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gary Stanley
Pupil premium lead	Jane Guest
Governor / Trustee lead	Di Ivory

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,131
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£25,131</b>

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
--	--

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background, financial circumstances or any 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 to enable accelerated progress. 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. <b>Expectations set for 2023-4 using behaviour policy. Improve reflection and understanding of pro-social behaviours. Zones of Regulation.</b>
2	<b>Increase in social mobility</b> 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. <b>2023-4 Attendance has improved – only 2 children under 90%, but monitored regularly</b>
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 <b>Priority 2023-4 Larger year 6 cohort</b>

## 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"> <li>Pupil Progress data shows children make at least expected progress.</li> <li>Children eligible for the Pupil Premium attain at least as well other children.</li> <li>Children who receive additional, teacher-led tuition attain at least as well as their counterparts.</li> <li>Children to make age-related expectations. Children to know more and remember more.</li> </ul>
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"> <li>Children understand what expected behaviour in and around the school looks like.</li> <li>Children are able to reflect on their behaviour and self-regulate.</li> <li><b>Class Charts - to build on positive pro-social behaviours. Help to understand expectation.</b></li> </ul>
Improving and maintaining attendance	<ul style="list-style-type: none"> <li>Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap).</li> </ul>
Widening experiences and extending opportunities. This will boost confidence, enable them to experience new situations and achieve.	<ul style="list-style-type: none"> <li>Children have many opportunities throughout their education at Bishop Wood to widen their life experiences.</li> <li>We aim for all children to undertake at least 3 visits/experiences outside school per year.</li> <li>We offer a wide range of after-school clubs which all children are able to attend</li> <li>Children's language is enriched by their experiences.</li> </ul>
Create and maintain positive relationships with parents. Work together for common goal.	<ul style="list-style-type: none"> <li>Close and trusting relationships with parents.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents are able to discuss concerns openly and suggestions/solutions discussed</li> <li>• <b>Common understanding of expectations</b></li> </ul>
Improved maths	<ul style="list-style-type: none"> <li>• Maths results will be in line with other subjects</li> </ul>

## 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. <b>EEF Toolkit Feedback +6, Reducing class size +2, mastery +5</b>	5, 1
ADD-Vance training – supporting children with challenging behaviour. (Spring Inset – 2024)	Increased number of referrals to Senco and Family Liaison worker. <b>Increased number of children with diagnosis or awaiting assessment.</b> <b>New Members of staff need training.</b> <b>EEF Toolkit Behaviour Interventions +4</b>	1
Steps Refresher	Consistent approach adopted for all pupils <b>EEF Toolkit Behaviour Interventions +4</b>	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 <b>EEF Toolkit Individualised instruction +4, learning styles</b>	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	<p>Some children have fallen behind during lockdown, 1:1 specific tailored tutoring is able to fill in gaps missed.</p> <p><i>September 2022 – all children y4-6 offered NTP</i></p> <p><i>September 2023 – due to cost increase – this has been cut back. However, will increase small group work.</i></p> <p><b>EEF Toolkit Extending School time +3, Feedback +6, Individualised instruction +4, 1:1 tutoring +4</b></p>	5,4,1
Small groups before school/after school maths interventions	<p>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.</p> <p><b>EEF Toolkit Extending School time +3, Feedback +6, Individualised instruction +4, 1:1 tutoring +4</b></p>	1,5
Nessy Program and screener	<p>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.</p> <p><b>EEF Toolkit Individualised instruction +4, learning styles</b></p>	4,1
<b>Educational Psychologist and Assessment</b>	<p>Where there are significant needs, help with funding assessments</p> <p><b>EEF Toolkit Individualised instruction +4, learning styles</b></p>	4,1

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

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school – Zones of Regulation	<p>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.</p> <p><i>Linked to behaviour policy – pro-social behaviours</i></p>	1,3

	<b>EEF Toolkit Behaviour interventions +4, social and emotional learning +4</b>	
Ms Hill 1:1 sessions and group sessions	<p>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)</p> <p>Increased number of referrals made by teachers and parents.</p> <p><b>EEF Toolkit Behaviour interventions +4, social and emotional learning +4, mentoring +2</b></p>	1,3
Forest School	<p>Parent discussions and teacher observations conclude that some children can 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><b>2023 Tring Lions Working Party</b></p> <p><b>EEF Toolkit Collaborative and learning approach +5 , social and emotional +4</b></p>	1,2
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><b>EEF Toolkit mentoring +2</b></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><b>EEF Toolkit Behaviour interventions +4, Social and emotional +4</b></p>	1,3
Funded Day trips	<p>All children are included, no financial barriers. Widening curriculum.</p> <p><b>Support available for all pupils who need it. Parents are made aware through letters home. Named contact.</b></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> <p><b>Support available for all pupils who need it. Parents are made aware through letters home. Named contact.</b></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><i>2022 – Rock School added</i></p> <p><b>EEF Toolkit Arts participation +3</b></p>	2, 1
Uniform	<p>Improved confidence, help to feel part of the community</p> <p><b>Recycled uniform – free of charge</b></p> <p><b>EEF Toolkit uniform</b></p>	1,3
<p>Extended parent meetings termly</p> <p><b>Parent surveys</b></p>	<p>Positive results when parents are engaged and are part of the decision process.</p> <p><b>EEF Parental engagement +4</b></p>	1,2,3
Funded places at outside and after school clubs	<p>Helps attendance. Helps children to work in groups, find aspirations and interests</p> <p><b>EEF Toolkit Arts participation +3, physical activity +1, Aspirational</b></p>	2
Funded places at Breakfast Club	<p>Parents able to work. Improves children's attendance</p> <p><b>Support available for all pupils who need it. Parents are made aware through letters home. Named contact.</b></p>	3

**Total budgeted cost: £ 25500**

## 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 2023-24 academic year.

	Reading	Maths	GPS	Writing
BWS PPG	106	100	101	N/A
BWS Non-PPG	110	105	101	N/A
BWS ALL	109	104	106	N/A
National	105	104	105	N/A
BWS ARE+ PPG	71%	57%	71%	71%
BWS ARE+ Non PPG	93%	83%	85%	83%
BWS ARE+ ALL	90%	80%	84%	82%
National ARE+ ALL	74%	73%	72%	72%
National ARE+ PPG	62%	59%	Not published	58%

#### **Academic**

As a school, we are above national figures.

BWS PPG Pupils performed well

Reading - BWS PPG pupils scored higher average scaled scores than national average for all pupils. Scored a higher average percentage than the national average for PPG pupils.

Maths – BWS PPG scaled score age related. Percentage slightly lower than national – but only a difference of 1 pupil. Scored in line with other PPG nationally.

Grammar and Writing - BWS PPG scored in line with the national percentage and above the percentage of PPG national

**Chrome Books:** Provided in liaison with Tring School

**Smaller maths groups:** small group run daily in year 5 and 6 by qualified teacher

**Extra reading opportunities** – Ukrainian and lower readers

**Tutoring** - Targeted provision stopped as too expensive, but did finance private tutors

**Reading** – whole school emphasis on reading. Whole class reading introduced – impact seen in SATs results.

**Pupil Voice** – Pupil premium children are always included in every pupil voice.

**Pupil Progress Meetings** – Pupil premium children discussed at every PPM

### **Resilience**

**Family Support worker:** 11 Children now see Family support worker. This has increased over the last year and those children have reported that they find it helpful and has enabled them to have coping strategies and time to discuss concerns/problems. This has helped some children feel that they can cope with school and reduced the possibility of school avoidance for some. As the impact has been seen in the classroom, it was decided to extend the number of available Family worker hours.

The family worker will work 1:1 or in a group depending on the need.

**DESC therapy:** 2 PPG children have accessed this. Therapist liaises with the staff to aid impact.

**Happy Lunchtimes:** It was felt that lunchtime could be very difficult for some of the more vulnerable children, and those that lack resilience. Training was provided for all lunchtime leaders. Structured activities (indoor and outdoor) and positive reward system brought in to help all pupils make the most of their time. Impact: fewer negative incidences and children report that they are enjoying the activities provided. Teachers report that they are not having to deal with incidences from lunchtime at the beginning of the afternoon therefore leading to a calmer, more positive afternoon.

**Pupil Passports:** For those children who have SEND as well, but as positive response – will be extended to all PPG children. Children are heard. Teachers learn more about the children. Supply teachers can pick up information about the children easily. Good for transition. They can be added to throughout the year.

**Enhanced transition to Secondary School:** Children who needed it given extra visits. Children felt ready and prepared. Less worried or anxious.

### **Meetings/Support**

**Parent meetings:** All parents offered longer termly parent/teacher meeting where they can discuss any concerns/needs.

### **Attendance**

Average attendance for PPG children: 93.3%

6/32 children under 90%. This is a slight increase, however now have more PPG children.

**Action:** 3 offered Breakfast club and see Family worker for support. Others being monitored as had reasons and therefore should improve.

### **Increased Social mobility**

#### **Widening experiences and confidence**

Overnight trips – 20

Day Trips – 41

Rocksteady – 4 (children performed in front of others)

Clubs – 2

Young Voices – 9

Bikeability – 4

Music lessons – 2

Swimming lessons – 2

### **Uniform**

12 children had uniform bought for them – **feel part of community/group**

Family worker – made uniform to fit in that would help with sensory needs

## **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.*