

# Pupil premium strategy statement – The Bishops’ C of E Learning Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	342
Proportion (%) of pupil premium eligible pupils	20%
1	2023/24 to 2026/27
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Adam Richards Headteacher
Pupil premium lead	Ingrid Yeomans
Governor / Trustee lead	Jenna Grassick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,424.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,440.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£125,864

## Part A: Pupil premium strategy plan

### Statement of intent

#### 3 Year strategy

At The Bishops' our intention is that everyone will flourish academically, spiritually and emotionally. As a church school, we use The Parable of the Mustard Seed to underpin our vision: *If you have faith as small as a mustard seed, you can say to this mountain, move from here to there and it will move, nothing will be impossible for you.* Matthew 17:10.

Children flourish when their social, emotional and mental health needs are met and they thrive when they achieve and attain well in line with their peers. In every part of their growth, we apply the Christian principle that everyone is loved, valued and included so all experience life in all its fullness. The focus of our pupil premium strategy is to enable our disadvantaged pupils to flourish and succeed in all areas of their school life.

A fifth of pupils at The Bishops' are eligible for the pupil premium. Many of the challenges faced by vulnerable pupils affect our whole school approach; therefore, the approaches outlined in this strategy will support the needs of all our learners, whether they are vulnerable or not.

Ensuring all our children benefit from high-quality teaching every day is our top priority. In the summer 2023, the attainment of Key Stage 2 pupils eligible for the pupil premium was below that of non-pupil premium pupils and below the national average. Our strategy is designed to ensure this attainment gap is closed and all pupils attain well, enabling all to belong, believe, aspire and achieve. Lesson pedagogy, questioning, Oracy and explicit vocabulary This is combined with a strong individualised personal development programme, carefully designed to enable children to flourish.

In the Early Years and Key Stage 1, targeted teaching of phonics and reading will build pupil's essential foundations for reading and writing for the rest of their school lives.

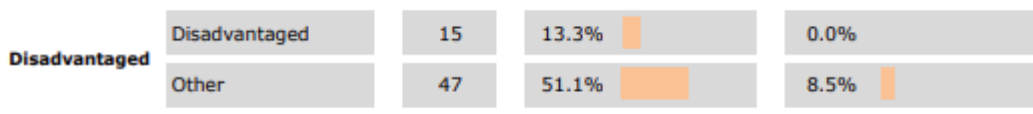
Our strategy will be rooted in diagnostic assessment and our detailed knowledge of each child. We will structure our curriculum to prioritise disadvantaged learners by activity promoting choice of opportunity. At the heart of our strategy is positive relationships with families to remove all barriers to learning by fostering an equity-based approach. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be overcome and the interventions and allocate a budget accordingly. This could be individual, small groups, whole class or school as required.

Our overall objectives:

- Closing the attainment gap between disadvantaged pupils and non-disadvantaged pupils.
- Privileging disadvantage by creating a culture of ambition and aspiration for all.
- Addressing all barriers to attainment such as attendance, status, belonging and opportunity.
- Strengthening our curriculum to improve attainment mobility.
- Tracking disadvantaged pupils with a forensic lens to ensure equity of opportunity.

## Challenges

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

Challenge number	Detail of challenge												
1	<p><b>Key Stage outcomes</b></p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Count</th> <th>Percentage</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>15</td> <td>13.3%</td> <td>0.0%</td> </tr> <tr> <td>Other</td> <td>47</td> <td>51.1%</td> <td>8.5%</td> </tr> </tbody> </table> <p>In 2023 13% of our disadvantaged Y6 cohort achieved Aged Related Expectations (ARE) in Reading, Writing and Maths (RWM). Nationally, 40% of disadvantaged children cohort achieved ARE. No disadvantaged pupils achieved Greater Depth in RWM. Our challenge remains to ensure our disadvantaged children are given all necessary support so that they attain well, have agency and a strong foundation for the next stage of their education.</p>	Group	Count	Percentage	Greater Depth	Disadvantaged	15	13.3%	0.0%	Other	47	51.1%	8.5%
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Disadvantaged	15	13.3%	0.0%										
Other	47	51.1%	8.5%										
2	<p><b>Developing Key Skills – Oracy</b></p> <p>Observations, formative assessments and pupil conferencing shows that our disadvantaged pupils lack the vocabulary and confidence of their advantaged peers. This can impact their engagement in lessons and can result in desktop truancy. By implementing a high-quality Oracy curriculum through Voice 21, planned high-quality texts to build schema and drive the curriculum, we will positively advantage disadvantaged pupils to build equity in the classroom.</p>												
3	<p><b>Special Educational Needs and Disability</b></p> <p>36% of our disadvantaged children are also on the SEND Register of Need. This % has increased over the last three years with the most common primary need as Speech, Language and Communication. Our most vulnerable pupils and their families need support with the range of SEND to ensure the correct provision is accessed early to encourage our pupils to flourish academically, spiritually and emotionally.</p>												
4	<p><b>Personal, Social and Emotional Needs</b></p> <p>Emotionally based school refusal and high anxiety continues to impact our disadvantaged children which impact on their attendance. 14% of our</p>												

	disadvantaged pupils are persistently absent. Observations and Trauma Informed Schools assessments show families still require support managing anxiety and coping with change. By prioritising a strong culture of belonging, positive relationships with all families, celebrating moments of prestige for all children and having a trusted adult for all PPG children – ‘ I believe in you’ we can overcome this barrier to attainment.
5	<b>Enrichment through opportunity – an equity-based approach</b> We know that all families are being hit hard by the cost-of-living crisis and that inflation based financial pressures are most acute with our disadvantaged families; acting as a barrier to aspirational residential visits. Creating an affordability curriculum to ensure all pupils have equal and fair access to enrichment opportunities increases cultural capital and positively advantages under-resourced children. One of the key elements of our strategy is enabling choice and opportunity for all pupils.

## 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 outcomes for Key stage Reading, Writing and Maths	<ul style="list-style-type: none"> <li>• Both reading spines fully embedded throughout the school</li> <li>• High quality teaching with agreed pedagogy in every lesson</li> <li>• All children attending in the classroom everyday</li> <li>• Formative assessment and gaps analysis combined with laser conversations to forensically track PP children.</li> </ul>
Developing Key Skills - Oracy	<ul style="list-style-type: none"> <li>• Implementation of Voice 21 across the school</li> <li>• Adaptation of The Blossom Curriculum to incorporate explicit tier 3 vocabulary teaching in every lesson</li> <li>• Consistent ABC question technique across the school</li> <li>• Full opportunities taken for public speaking, including Youth Speaks, collect worship and assemblies</li> </ul>
Special Education Needs and Disability	<ul style="list-style-type: none"> <li>• Individual Support Plans will ensure bespoke provision for individuals and groups of children with specific needs.</li> <li>• Due to precise teaching and targeted intervention, children come off the Record of Need as quality first teaching is adapted to meet their learning needs</li> </ul>
Enrichment through opportunity – an equity-based approach	<ul style="list-style-type: none"> <li>• Enrichment opportunities and extra curricular clubs are planned by children’s</li> </ul>

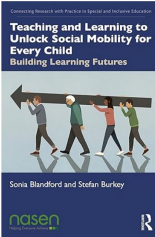
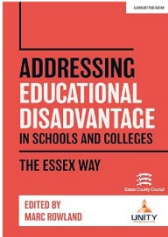
	<p>choice – all PPG children are given first choice of clubs and all barriers to attending are removed; including transport home.</p> <ul style="list-style-type: none"> <li>• Maximum use is made of local business and the parent body to raise aspirations, describe career paths and foster a sense of achievement.</li> <li>• All children attend one (or more) extra curricular club run by the school.</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: £ 76,955.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on quality first teaching to ensure that learning is engaging, pupils are supported to achieve well and good progress is made across the curriculum.	  <p><a href="#">EFF guide to The Pupil Premium</a>  <a href="#">What if we are the hope and we fail?   Dan Nicholls (dannicholls1.com)</a>  <a href="#">Sutton Trust – Developing teachers</a></p>	1,2,3,4,5
Two Pastoral Support Advisors. TIS practitioner training for HTI and two PSAs.	<a href="#">Social and emotional learning</a>	1,2,3,4
High quality staff CPD from Marc Rowlands and Professor Sonia Blanford	<p><a href="#">Effective professional development</a></p> <p>Research says that good teachers are especially important for pupils from disadvantaged backgrounds.</p> <p>Successful schools emphasise the importance of ‘quality first teaching’. Good teachers aim to provide a consistently high standard by setting high expectations, monitoring performance, tailoring teaching to support individuals, providing effective feedback and engaging with data; inputting,</p>	1,2,3,and 4

<p>Support Staff CPD with Kernow Learning (EAL, Adaptive teaching, Oracy, Sensory processing)</p>	<p>analysing and using it to underpin their teaching. Best practice should be shared regularly.</p> <p><a href="#">Metacognition and self-regulation</a></p> <p>It is our intention to equip our children with strategies for a positive mindset and to help them grow resilience, self-esteem and confidence.</p> <p><a href="#">Share your experiences of accessing CPD on SEND!   Nasen</a></p> <p><a href="#">Supporting SEND - GOV.UK (www.gov.uk)</a></p> <p>To best support the delivery of interventions and universal provision.</p>	
<p>RWInc - the teaching of early reading through high quality phonics.</p> <p>Daily phonics interventions across the school.</p> <p>RWI Fresh Start phonics for Year 5/6</p> <p>Accelerated Reader - a reading programme used to promote a love of learning at home</p>	<p><a href="#">Improving literacy in Key Stage 1</a></p> <p>Used to effectively implement a systematic phonics programme.</p> <p><a href="#">Improving literacy in Key Stage 2</a> - An EEF recommended program to support the development of fluent reading capabilities, which provides instant feedback and assessment, and ensures our children are accessing challenging but manageable texts.</p>	<p>3 and 4</p>
<p>Oracy – Voice 21. Oracy Leader and Champion</p>	<p>EEF- Oral language interventions consistently show positive impact on learning</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £10,440.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>School Led tutoring: 1:3 tuition happening after school 3 days a week for 24 PP/SEN pupils throughout academic year 1:3 tuition for identified pupils based on summative assessments and internal data.</p>	<p><a href="#">EFF 1-1 tuition report</a></p>	<p>1,2,3,4</p>
<p>Fresh Start - is a systematic synthetic RWI phonics programme for struggling readers aged 9 – 13+. Pupils are taught at their challenge point, so they learn to read accurately and fluently in just 25 minutes a day.</p> <p>The teaching of early reading through RWInc and high quality 1-1 interventions with teachers and TAs.</p> <p>Nessy - this is a targeted reading and spelling intervention that supports children who have been diagnosed with Dyslexia or have Dyslexic tendencies</p>	<p><a href="#">Oral language</a> During school closures, children had more limited opportunities to communicate with others and develop their language skills. Significant language gaps can prevent pupils from accessing the learning and meeting their full potential.</p> <p><a href="#">Read Write Inc. Phonics and Fresh Start   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Targeted academic support</a></p> <p><a href="#">Phonics</a></p> <p>Nessy Reading and Spelling is based upon the Orton-Gillingham and structured literacy methodology which follows the Science of Reading (methods or approaches to reading that have been proved through research).</p> <p><a href="#">Nessy Methodology</a></p>	<p>3 and 4</p>
<p>Year 1/2 additional teaching assistants in the afternoons are directed to work with individuals and groups of children</p>	<p><a href="#">Small group tuition</a> <a href="#">Best use of Teaching Assistants</a></p>	<p>4</p>
<p>Termly review of SEN support plans with a link to PP and the impact of interventions. Peer-on-peer coaching for teaching staff. SENDCO input in staff meetings – addressing support or QFT practices</p>	<p>SEND code of practice <a href="#">Advice template (publishing.service.gov.uk)</a></p> <p>Early identification and intervention for children with SEND, as to clarify the disparity between PP children and their peers. The Bishops' have an ethos of high attainment for all pupils.</p>	

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

Budgeted cost: 38,468.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families with learning at home and cooking through signposting, after school clubs, events and resources.	<a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5
Providing IT loan devices to families without access to laptops e.g. refugee children	<a href="https://www.childrenscommissioner.gov.uk">Children without internet access during lockdown   Children's Commissioner for England (childrenscommissioner.gov.uk)</a>	2,4,5
Using the school minibus to collect children who are struggling to come to school through EBSR. Staffing support for children with high anxiety in the mornings	<a href="https://www.educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>	1,2,3,4,5
Further strengthen our PHSE curriculum using P4C materials and Trauma Informed Schools resources	<a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	1,2,3
Extra-curricular clubs, sports, coaching and outdoor learning opportunities are promoted and supported to enable PP children to attend and participate. Reduction in price of residential/adventurous visits	<a href="https://www.gov.uk">Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	1,5

**Total budgeted cost: £ 125,864**



# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

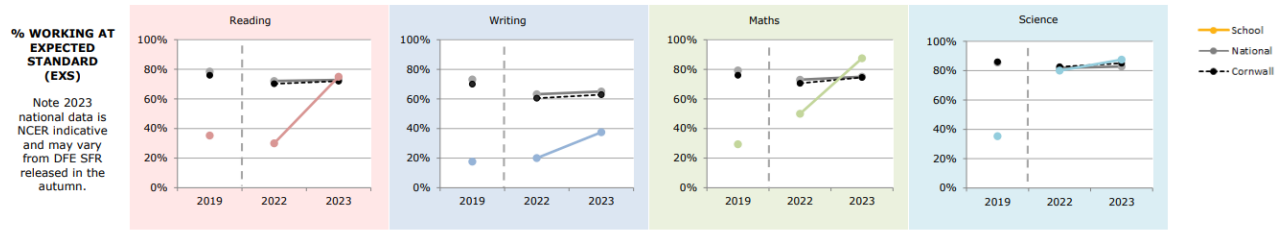
	R	1	2	3	4	5	6	Total
School	3%	22%	20%	24%	28%	17%	24%	21%
Cornwall	13%	19%	22%	25%	27%	26%	29%	23%
Sch Numb	1	10	8	11	17	10	15	

The proportion of disadvantaged pupils at the school has remained steady just under the national average. Attainment and progress of disadvantaged pupils has remained stubbornly below that of non-disadvantaged pupils. The effects of the pandemic still

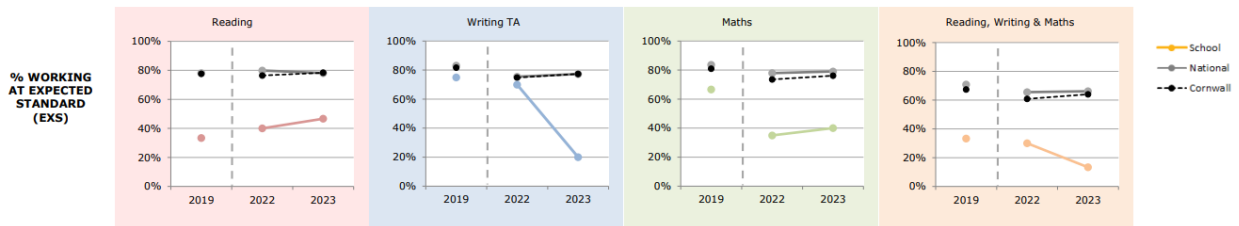
adversely impact this group of children and those families that are 'just managing' are also greatly impacted.

Attainment at EY and Phonics is strong.

Attainment at KS1 is improving. Writing remains the biggest challenge:



Attainment at KS2 needs to significantly improve for KS2 disadvantaged children. Like KS1, writing remains the biggest challenge



The emotional and mental wellbeing of pupils remains a priority, with extensive, bespoke support packages in place to enable children to have reduced anxieties around coming into school. These pupils thrived and those in Year 6 made strong transitions to secondary school.

Therapies such as Dog Therapy, TIS, Clear and Play Therapy have been used to support the mental health of some children.

Food parcels are provided to those families in need and free school uniform is available to all in the school office.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Nessy reading and spelling	Nessy
Accelerated Reader	Renaissance Learning
Power Maths	Pearson
1-1 online maths tutoring	Third Space Learning
RWI	Ruth Miskin
Fresh Start RWI	Ruth Miskin
TT Rockstars	Maths Circle Ltd
TISUK	Trauma Informed Schools
Connected Geography	Collins
Developing Experts - Science	Ogden Trust

## Service pupil premium funding (optional)

### How our service pupil premium allocation was spent last academic year

- Pastoral support available to pupils from TIS practitioners.
- Little Troopers lead teacher club: [Home - Little Troopers](#)
- Small group tuition to close gaps in reading and maths knowledge and skills
- Enrichment provision and transport

### The impact of that spending on service pupil premium eligible pupils

- Pupils were provided with support at the time of need which was effective for those parents deploying overseas and supporting operations at sea.
- Teachers know their children very well – this leads to quick intervention and support as required.
- 3 families have stayed in the local area instead of moving when parents have been redeployed overseas.

## Further information (optional)

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