



Bishops Lydeard Pupil Premium Strategy Statement 2022- 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.



School overview

Total number of pupils in school	139 Whole School - R to Y6 13 on roll in Nursery (Sept 22)
Proportion of disadvantaged pupils	30 22% of NOR
Proportion of disadvantaged pupils who have SEND	3/30 10% of PP Cohort
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24 in development
Publish date	September 2021
Review date	December 2022, April 23, July 23 December 2021, April 22, July 22
Statement authorised by	Lisa Harvey – Headteacher David Williams – Chair of Governors
Pupil Premium lead	James Dakin
Governor lead	David Williams

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,405

Recovery premium funding allocation this academic year	£4,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,754
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	£47,364

Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

Our intent is based upon our whole school intent:

Strong outcomes, positive mental and physical health, resilience and identity: reflecting our vision of ‘Life in all its fullness.’

Our vision supports our disadvantaged pupils by:

1. Creating a learning culture with high expectations of all children and adults, especially for those who are disadvantaged (or have special educational need or disability).
2. Holding a clear strategic development focus centred around every child being a confident reader and effective communicator.
3. Knowing our children and implementing effective pedagogic approaches which engage the children and support the best possible progress.
4. Supporting children and adults to be active participants in progress and professional development.
5. Prioritising not only quality first teaching but also a focusing on developing our children’s self- belief, sense of self and ability to be active participants in choices.
6. Underpinning all of our growth and development is a Christian ethos that actively promotes our values of ‘Respect, Endurance and Friendship’, enabling everyone to feel secure and ready to learn.

Key Objectives linked to the vision:

1. Children in the pupil premium group feel safe and are supported to develop sound self-regulation skills so that they are able to develop positive relationships both in and out of school. They have equal opportunities to their peers to access all school life activities.
2. All adults have high expectations of children in the pupil premium group and all children identified as disadvantaged. Evidence based support and strategies are in place to enable progress, remove barriers and ensure children make expected (or better) progress and catch up where relevant.
3. Children in the pupil premium group experience all of the curriculum with particular attention paid to the importance of reading and communication. Children are supported to be active in their learning and to develop strategies which support resilience. These children will be supported to recognise and enjoy success.

Challenges

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

Challenge	Detail of challenge
1	Some of our children identified as being in the pupil premium group find it a challenge to emotionally regulate and this means they are not always ready to learn. (This group also includes those who are high attaining and pupils with SEND).
2	Some of our children who are eligible for pupil premium funding do not decode fluently – this impacts on their ability to access the wider curriculum and comprehend what is read.
3	A number of our children, identified as being in the pupil premium group in EYFS and KS1, have limited oracy skills this impacts the progress they make across the curriculum.
4	Some children have not had the broad range of life experiences, high quality learning, and protective factors expected for primary school aged children
5	Whilst the attendance for many children in the pupil premium groups is at or above 95%, some children are persistently absent or have attendance below 95%.
6	The progress of a number of children eligible for pupil premium funding has been impacted by the pandemic.

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.

Challenge	Intended outcome	Success criteria
1	<p>Improved emotional regulation, resilience and confidence of targeted children to ensure that they are able to engage and take risks in their learning within a supported environment.</p> <p>The school level Trauma Informed School approach along with high expectations for all results in regulated children who are ready and able to access learning and are demonstrating greater resilience when faced with challenges.</p>	<p>Children are regulated and able to make more progress.</p> <p>Pupil voice shows that children are able to discuss their worries and find a way to cope with these.</p> <p>Children will also be able to celebrate their success academically, in their progress and with their behaviour.</p>
2	All children in the pupil premium group access high quality phonics teaching.	<p>Through quality first teaching and targeted interventions children will achieve at least the pass mark the phonics screening check.</p> <p>Where this is not achieved there will be clear evidence of accelerated progress as a result of tailored support.</p>
3	In the early years and year 1 children whose oracy skills are delayed will access a targeted high quality teaching intervention (NELI).	Children's oracy and communication and language skills are no longer a barrier to progress across the curriculum.
4	Children will be supported with a broad and balanced curriculum, as well as gap filling activities to ensure they can know more remember more and can learn more.	Implementation leads to clear impact evidence which supports the conclusion that children are making more progress and are learning the intended curriculum.
5	<p>Fully implemented attendance policy and where relevant apply other methods of support and intervention to support children to be in school every day.</p> <p>*Where absence is necessary, home learning provided supports engagement and progress.</p>	Children's attendance improves through the year and there is a marked reduction in the level of persistent absence.

6	<p>Use of assessment information identifies children who are:</p> <p>a) off track to meet the expected standard</p> <p>b) off track from previous attainment levels</p> <p>c) able, with support, to reach the higher standards</p> <p>Evidence based support (including recovery and tutoring approaches) ensures the children make accelerated progress this year especially in reading and/or maths.</p>	<p>Children identified and catch-up approaches implemented and monitored for impact.</p> <p>Impact shows an acceleration of progress.</p>
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Activity in this academic year 2022-2023

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: £8,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the intended curriculum with a CPD focus on pedagogy and implementation to enable children to know more, remember more, and do more.</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>Based on Rosenshein's 'Principles of Instruction' research</p>	<p>2, 3, 4, 6</p>
<p>Reading for Pleasure project with English Hub (St Peters)</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>EEF research- reading comprehension + 6 months</p>	<p>2, 3, 4, 6</p>
<p>Continue (due to staffing changes) relevant high quality phonics training ensuring all staff are</p>	<p>EEF research- reading comprehension + 6 months</p>	<p>2, 3, 6</p>

<p>skilled in the delivery of our systemic synthetic phonics program (RWInc).</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>EEF research- phonics + 4 months</p> <p>EEF- small group tuition + 4 months</p> <p>EEF- early years interventions +5 months</p> <p>EEF – oral language interventions +6months</p>	
<p>Funded English Hub (Cornerstone/Broadclyst) and consultant monitoring and support days to continue to embed and refine RWINc</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>EEF research- phonics + 4 months</p> <p>EEF- small group tuition + 4 months</p> <p>EEF research- reading comprehension + 6 months</p>	2, 3, 6
<p>Internal monitoring, coaching and support of the quality of teaching for phonics and the impact of the teaching.</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>EEF – feedback +6months</p>	2, 3, 6
<p>Internal monitoring and support of the quality of teaching for reading</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>EEF – feedback +6months</p> <p>EEF research- reading comprehension + 6 months</p>	2, 3, 6
<p>Internal monitoring and support of the quality of teaching for writing (including EPAG and vocabulary development)</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>EEF – feedback +6months</p>	2, 3, 6
<p>Maths leader and school involvement in the Boolean maths training to support maths curriculum</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>EEF - oral language interventions +6months</p> <p>EEF – parental involvement +4months</p> <p>EEF research - mastery learning approach +5months</p> <p>EEF research - feedback +8 months</p>	6
<p>Non-core subject leaders have leadership time to undertake CPD, and ensure intended</p>	<p>EEJ – feedback +6months</p>	2, 3, 4, 6

<p>curriculum leads to children making more progress so that they know, remember and can do more.</p> <p>*Includes Trust Subject Hub support</p> <p>Continued 2022-23 Developed 2021-22</p>		
<p>Ensure all staff are skilled in the implementation of Trauma Informed Approaches to support the children, their behaviour, and with a Protect, Regulate, Relate, Reflect focus</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>EEF - metacognition and self –regulation equate to +7mths</p> <p>EEF Research: Social and emotional interventions +4 months.</p> <p>EEF research- parental engagement +3 months</p> <p>Children have time with a trained adult to listen to them and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home</p>	<p>1, 4, 5, 6</p>
<p>Children can move their learning on through educative marking that they can reply to (orally or written).</p> <p>Purple polishing is clear in books, the gap is closing in English and maths.</p> <p>The marking for the currently ARE children targeted for greater depth and children who are greater depth will challenge them to show their learning in different ways.</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.</p> <p>EEF research - collaborative learning +5months</p> <p>EEF research - feedback +8 months</p> <p>EEF research - mastery learning approach +5months</p>	<p>6</p>

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £34,017

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher, SENCO and PP lead work together to use assessments to:</p> <p>A) accurately identify which pupils require a structured programme of interventions</p> <p>B) ensure individual passports support progress</p> <p>C) embed graduated response and APDR cycle</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>EEF research – NELI +4 months</p> <p>EEF research- phonics + 4 months</p> <p>EEF- small group tuition + 4 months</p> <p>EEF- early years interventions +5 months</p> <p>EEF – oral language interventions +6months</p>	<p>2, 3, 4, 5, 6</p>
<p>Trained staff to deliver specific phonics and oracy interventions in EYFS/KS1 and Years 3 and 4</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>EEF- small group tuition + 4 months</p> <p>EEF- early years interventions +5 months</p> <p>EEF – oral language interventions +6months</p>	<p>2, 3, 6</p>
<p>Trained staff to provide ELSA and TIS support to individuals</p> <p>Continued 2022-23 Developed 2021-22</p>	<p>EEF - metacognition and self –regulation equate to +7mths</p> <p>EEF Research: Social and emotional interventions +4 months.</p>	<p>1, 4, 6</p>
<p>Beanstalk reading programme to support pupils in years 3, 4 5 and 6 make clear progress . Closing the gap in reading and promoting the enjoyment of reading.</p> <p>Reduced 2022-23 Developed 2021-22</p>	<p>EEF research- reading comprehension + 6 months</p> <p>EEF – oral language interventions +6months</p> <p>Clark, C and De Zoysa, S. (2011). Mapping the interrelationships of reading enjoyment, attitudes, behaviour and attainment: An exploratory investigation. National Literacy Trust.</p>	<p>1, 3, 4, 5, 6</p>
<p>Continue to engage in the NELI project and embed the approach across EYFS and Year 1</p> <p>Continued 2022-23</p>	<p>EEF research – NELI +4 months</p> <p>EEF research- phonics + 4 months</p> <p>EEF- small group tuition + 4 months</p>	<p>2, 6</p>

Developed 2021-22	EEF- early years interventions +5 months EEF – oral language interventions +6months	
Targeted intervention for specific pupils through the tutoring using the catch-up and recovery funding. Continued 2022-23 Developed 2021-22	EEF – oral language interventions +6months EEF- small group tuition + 4 months	2, 3, 4, 6
Voice 21 project to use pathways through which to develop the school's oracy provision and drive whole-school improvements in oracy. An in-depth programme of professional development days and consultancy support for Oracy Champion. Extensive programme of Open Learning which includes a range of short courses, events and online learning for all staff in your school. Added 2022-23	EEF research- phonics + 4 months EEF- small group tuition + 4 months EEF- early years interventions +5 months EEF – oral language interventions +6months	2, 6

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £4,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor the attendance of pupil premium children and provide support and interventions where required. Continued 2022-23 Developed 2021-22	EEF research – texting parents +1 month EEF research – parental engagement +3 months	5, 6
Develop package of SEMH support and staff expertise	EEF - metacognition and self –regulation equate to +7months	1, 4, 5, 6

Continued 2022-23 Developed 2021-22	EEF Research: Social and emotional interventions +4 months.	
Introduction and consistent implementation of new Relationships, Regulation and Behaviour policy, and linked resources, to all staff, children, and families in Spring 2022 Continued 2022-23 Developed 2021-22	EEF - metacognition and self –regulation equate to +7months EEF Research: Social and emotional interventions +4 months.	1, 4, 5, 6
Additional ELSA staff member trained to support with SEMH needs identified. Continued 2022-23 Developed 2021-22	EEF - metacognition and self –regulation equate to +7mths EEF Research: Social and emotional interventions +4 months.	1, 4, 5, 6
As part of our intent, promote physical health and well being via actions outlined in PE plan (Wake and Shake, Golden Mile) alongside Jigsaw, Anxiety Gremlin and metacognition and self-regulation foci Continued 2022-23 Developed 2021-22	EEF - metacognition and self –regulation equate to +7mths EEF Research: Social and emotional interventions +4 months.	1, 4, 5, 6
Offer support so that any disadvantaged student can access a broad range of experiences and life skills.(Including camp, swimming, clubs and breakfast club) Continued 2022-23 Developed 2021-22	Research finds that children that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers. EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months EEF research- arts participation + 2 months	4, 5, 6
Subsidise school activities for PP children to ensure equal access Continued 2022-23 Developed 2021-22	EEF – social and emotional learning +4 months	4, 5, 6

Total budgeted cost: £46,385

Activity in last academic year 2021-2022

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: £14,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the intended curriculum with a CPD focus on pedagogy and implementation to enable children to know more, remember more, and do more.	Based on Rosenshein's 'Principles of Instruction' research	2, 3, 4, 6
Reading for Pleasure project with English Hub (St Peters)	EEF research- reading comprehension + 6 months	2, 3, 4, 6
Continue (due to staffing changes) relevant high quality phonics training ensuring all staff are skilled in the delivery of our systemic synthetic phonics program (RWInc).	EEF research- reading comprehension + 6 months EEF research- phonics + 4 months EEF- small group tuition + 4 months EEF- early years interventions +5 months EEF – oral language interventions +6months	2, 3, 6
Funded English Hub (Cornerstone/Broadclyst) and consultant monitoring and support days to continue to embed and refine RWINc	EEF research- phonics + 4 months EEF- small group tuition + 4 months EEF research- reading comprehension + 6 months	2, 3, 6
Internal monitoring, coaching and support of the quality of teaching for phonics and the impact of the teaching.	EEF – feedback +6months	2, 3, 6

Internal monitoring and support of the quality of teaching for reading	EEF – feedback +6months EEF research- reading comprehension + 6 months	2, 3, 6
Internal monitoring and support of the quality of teaching for writing (including EPAG and vocabulary development)	EEF – feedback +6months	2, 3, 6
Maths leader and school involvement in the Boolean maths training to support maths curriculum	EEF - oral language interventions +6months EEF – parental involvement +4months EEF research - mastery learning approach +5months EEF research - feedback +8 months	6
Non-core subject leaders have leadership time to undertake CPD, and ensure intended curriculum leads to children making more progress so that they know, remember and can do more. *Includes Trust Subject Hub support	EEJ – feedback +6months	2, 3, 4, 6
Ensure all staff are skilled in the implementation of Trauma Informed Approaches to support the children, their behaviour, and with a Protect, Regulate, Relate, Reflect focus	EEF - metacognition and self –regulation equate to +7mths EEF Research: Social and emotional interventions +4 months. EEF research- parental engagement +3 months Children have time with a trained adult to listen to them and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home	1, 4, 5, 6
Children can move their learning on through educative marking that	This approach is supported by a body of research which has found that good	6

<p>they can reply to (orally or written).</p> <p>Purple polishing is clear in books, the gap is closing in English and maths.</p> <p>The marking for the currently ARE children targeted for greater depth and children who are greater depth will challenge them to show their learning in different ways.</p>	<p>teachers are especially important for pupils from disadvantaged backgrounds.</p> <p>EEF research - collaborative learning +5months</p> <p>EEF research - feedback +8 months</p> <p>EEF research - mastery learning approach +5months</p>	
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Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £28,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher, SENCO and PP lead work together to use assessments to:</p> <p>D) accurately identify which pupils require a structured programme of interventions</p> <p>E) ensure individual passports support progress</p> <p>F) embed graduated response and APDR cycle</p>	<p>EEF research – NELI +4 months</p> <p>EEF research- phonics + 4 months</p> <p>EEF- small group tuition + 4 months</p> <p>EEF- early years interventions +5 months</p> <p>EEF – oral language interventions +6months</p>	2, 3, 4, 5, 6
<p>Trained staff to deliver specific phonics and oracy interventions in EYFS/KS1 and Years 3 and 4</p>	<p>EEF- small group tuition + 4 months</p> <p>EEF- early years interventions +5 months</p> <p>EEF – oral language interventions +6months</p>	2, 3, 6
<p>Trained staff to provide ELSA and TIS support to individuals</p>	<p>EEF - metacognition and self –regulation equate to +7mths</p> <p>EEF Research: Social and emotional interventions +4 months.</p>	1, 4, 6

Beanstalk reading programme to support pupils in years 3, 4 5 and 6 make clear progress . Closing the gap in reading and promoting the enjoyment of reading.	<p>EEF research- reading comprehension + 6 months</p> <p>EEF – oral language interventions +6months</p> <p>Clark, C and De Zoysa, S. (2011). Mapping the interrelationships of reading enjoyment, attitudes, behaviour and attainment: An exploratory investigation. National Literacy Trust.</p>	1, 3, 4, 5, 6
Continue to engage in the NELI project and embed the approach across EYFS and Year 1	<p>EEF research – NELI +4 months</p> <p>EEF research- phonics + 4 months</p> <p>EEF- small group tuition + 4 months</p> <p>EEF- early years interventions +5 months</p> <p>EEF – oral language interventions +6months</p>	2, 6
Targeted intervention for specific pupils through the tutoring using the catch-up and recovery funding.	<p>EEF – oral language interventions +6months</p> <p>EEF- small group tuition + 4 months</p>	2, 3, 4, 6

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor the attendance of pupil premium children and provide support and interventions where required.	<p>EEF research – texting parents +1 month</p> <p>EEF research – parental engagement +3 months</p>	5, 6
Develop package of SEMH support and staff expertise	<p>EEF - metacognition and self –regulation equate to +7months</p> <p>EEF Research: Social and emotional interventions +4 months.</p>	1, 4, 5, 6
Introduction and consistent implementation of new Relationships, Regulation and Behaviour policy, and	<p>EEF - metacognition and self –regulation equate to +7months</p> <p>EEF Research: Social and emotional interventions +4 months.</p>	1, 4, 5, 6

linked resources, to all staff, children, and families in Spring 2022		
Additional ELSA staff member trained to support with SEMH needs identified.	EEF - metacognition and self –regulation equate to +7mths EEF Research: Social and emotional interventions +4 months.	1, 4, 5, 6
As part of our intent, promote physical health and well being via actions outlined in PE plan (Wake and Shake, Golden Mile) alongside Jigsaw, Anxiety Gremlin and metacognition and self-regulation foci	EEF - metacognition and self –regulation equate to +7mths EEF Research: Social and emotional interventions +4 months.	1, 4, 5, 6
Offer support so that any disadvantaged student can access a broad range of experiences and life skills.(Including camp, swimming, clubs and breakfast club)	Research finds that children that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers. EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months EEF research- arts participation + 2 months	4, 5, 6
Subsidise school activities for PP children to ensure equal access	EEF – social and emotional learning +4 months	4, 5, 6

Total budgeted cost: £46,385

Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

Bishops Lydeard and BWMAT

2020-21 data

Years 1 to 6 by SEN and PP	Relative Learning	Bishops Lydeard				BWMAT				Relative Learning Progress	Bishops Lydeard				BWMAT			
	Attainment	No.	Ma	Rd	Wr	No.	Ma	Rd	Wr		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
	All pupils	136	-2.8	-2.2	-4.8	6653	-2.7	-2.6	-4.2		All pupils	132	-0.6	-0.4	-2.2	6653	-0.8	-0.7
Not SEN/PP	99	-0.9	-0.4	-2.3	4591	-0.4	-0.3	-1.3	Not SEN/PP	96	0.1	0.0	-1.1	4556	0.3	0.4	-0.1	
SEN only	7	-12.3	-7.7	-10.9	660	-9.8	-10.3	-13.5	SEN only	7	-6.6	-4.3	-5.7	657	-4.0	-3.8	-5.8	
PP only	27	-6.7	-6.8	-11.3	957	-3.4	-3.4	-4.9	PP only	26	-1.7	-1.4	-5.6	952	-1.6	-1.4	-2.4	
Both	3	-4.0	-4.0	-10.7	444	-13.4	-14.2	-18.0	Both	3	2.0	2.0	0.7	440	-5.8	-6.4	-8.2	

2021-22 data

TBC

Commentary and conclusions on outcomes including phonics:

Subject	Commentary	Conclusions																											
Phonics	<p>Phonics screening check:</p> <table border="1"> <thead> <tr> <th>Year 1</th> <th>%</th> <th>Chn</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>75%</td> <td>18/25</td> </tr> <tr> <td>NPP</td> <td>82%</td> <td>14/17</td> </tr> <tr> <td>PP</td> <td>57%</td> <td>4/7</td> </tr> <tr> <td colspan="3">1 child absent</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 2 Retake</th> <th>%</th> <th>Chn</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>75%</td> <td>3/4</td> </tr> <tr> <td>NPP</td> <td>100%</td> <td>2/2</td> </tr> <tr> <td>PP</td> <td>50%</td> <td>1/2</td> </tr> </tbody> </table>	Year 1	%	Chn	Total	75%	18/25	NPP	82%	14/17	PP	57%	4/7	1 child absent			Year 2 Retake	%	Chn	Total	75%	3/4	NPP	100%	2/2	PP	50%	1/2	<p>Continue to support through quality SSP sessions.</p> <p>All 1:1 support is differentiated and specific to the children.</p>
Year 1	%	Chn																											
Total	75%	18/25																											
NPP	82%	14/17																											
PP	57%	4/7																											
1 child absent																													
Year 2 Retake	%	Chn																											
Total	75%	3/4																											
NPP	100%	2/2																											
PP	50%	1/2																											
EYFS	<p>At the end of the EYFS:</p> <p>The EYFS cohort currently has no children receiving PP funding.</p> <p>The data shows % of cohort that passed the GLD.</p> <table border="1"> <tr> <td>All: 57.14%</td> </tr> </table>	All: 57.14%	<p>Continue to identify barriers to learning and support progress.</p>																										
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		EXS		GDS		
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	PP	17%	1/6	0%		0/6
NPP	55%	12/23	0%	0/23		
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NPP	82%	18/22	29%		8/22	

Review of expenditure 2021-2022		
1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost £14,669

<p>Embed the intended curriculum with a CPD focus on pedagogy and implementation to enable children to know more, remember more, and do more.</p> <ul style="list-style-type: none"> • This has become more embedded across the school • Pupil voice shows children are more able to explain and develop based on prior learning and how the skills have developed over the year • Lessons are consistently referring to prior learning, to build on the concepts previously taught, to make the new learning more secure • PDMs have been effective at teaching concepts and setting expectations – teachers are including and developing the skills and lesson taught – especially in reading, writing and maths 	<ul style="list-style-type: none"> • This has the greatest impact on children's progress and the upskilling of staff will remain a priority in the strategy • Information from recall knowledge quizzes for foundation subjects and evidence is compiled for current lesson-by-lesson attainment – this allows subject leaders greater understanding of where children are and therefore will continue • Display boards and working walls are regularly used by pupils to learn and remember more – continue • PDMs will continue to target specific areas of CPD to ensure the continued development of high quality pedagogy <p>CONTINUE AND DEVELOP</p>	
<p>Reading for Pleasure project with English Hub (St Peters)</p> <ul style="list-style-type: none"> • A survey was given to staff and students to obtain their voice around reading for pleasure • Project found that children read for enjoyment across the school and that as children get older, they are read to less often • Some areas were not actioned this year 	<ul style="list-style-type: none"> • Events such as World Book Day held as a priority for child engagement and promoting a love of reading - continue • Reading and project lead trained staff on the importance of the class book every day – continue and prioritise in next year's timetable • Areas not actioned will be given time next year <p>CONTINUE AND DEVELOP</p>	
<p>Continue (due to staffing changes) relevant high quality phonics training ensuring all staff are skilled in the delivery of our systemic synthetic phonics program (RWInc).</p>		
<p>Funded English Hub (Cornerstone/Broadclyst) and consultant monitoring and support days to continue to embed and refine RWINc</p>		
<p>Internal monitoring, coaching and support of the quality of teaching for phonics and the impact of the teaching.</p>		

<p>Internal monitoring and support of the quality of teaching for reading</p> <ul style="list-style-type: none"> • PDMs have impacted staff understanding, training and awareness • Staff are clearer on the expectations, including book levels, for every child in school • Work is more closely matched to the individual children • The quality and standards of reading are improving across the school – 69% (18/26) children receiving PP funding made expected or accelerated progress • Contextual understanding and increased support was given to the 31% (8/26) children receiving PP funding in the form of extra class reading with the teacher, QFT, tutoring, Beanstalk, Reading interventions or phonics where appropriate 	<ul style="list-style-type: none"> • Regular PDMs have taught, developed and equipped staff to ensure the teaching of Reading is of the highest quality - continue • Teaching PowerPoints and planning are regularly reviewed, and book looks are used to check for standards and consistency – continue next year • SLT and subject leader moderation, book looks and pupil voice continue to be highly impactful in planning the next steps – continue <p>CONTINUE AND DEVELOP</p>	
<p>Internal monitoring and support of the quality of teaching for writing (including EPAG and vocabulary development)</p> <ul style="list-style-type: none"> • Regular planning and book look show that the quality and quantity of writing is evaluated and improved across the school in line with SDP priority • The quality and standards of writing are improving across the school – 54% (14/26) children receiving PP funding made expected or accelerated progress • Contextual understanding and increased support was given to the 46% (12/26) children receiving PP funding in the form of focussed understanding and support by the teacher, QFT, tutoring, implementation of strategies and training from PDMs 	<ul style="list-style-type: none"> • Regular PDMs have taught, developed and equipped staff to ensure the teaching of writing is of the highest quality – these have included research and evidence from the EEF and continue to have impact - continue • There is a continued need for books and teaching to be regularly reviewed to check for standards and consistency - continue <p>CONTINUE AND DEVELOP</p>	
<p>Maths leader and school involvement in the Boolean maths training to support maths curriculum</p>		

<p>Non-core subject leaders have leadership time to undertake CPD, and ensure intended curriculum leads to children making more progress so that they know, remember and can do more.</p> <p>*Includes Trust Subject Hub support</p> <ul style="list-style-type: none"> • The school facilitated 3 x 1hr sessions every Thursday morning to be allocated to subject leadership across the curriculum • Over the course of the terms all subject leaders completed book looks, pupil voice and moderation – these were then reported 	<ul style="list-style-type: none"> • All school subject leaders were given time to meet with their curriculum network leaders 3 times in the year for updates, training and Trust wide focus points – this was essential for the accurate knowledge and understanding of the children and subjects across the school - continue <p>CONTINUE AND DEVELOP</p>	
<p>Ensure all staff are skilled in the implementation of Trauma Informed Approaches to support the children, their behaviour, and with a Protect, Regulate, Relate, Reflect focus</p> <ul style="list-style-type: none"> • During the initial INSET day, time was allocated for TIA to be taught to all staff – focusing on PRRR and PACE • During TA meetings, throughout the year, and on a 1 to 1 basis, further updates were given where necessary • DHT and HT undertook TIA training at a local school • Further visits were rescheduled due to COVID illness in school 	<ul style="list-style-type: none"> • More time is needed with new staff and joiners to embed the TI approaches across the whole school • Training opportunities for TAs are needed to continue to upskill and develop the skills and strategies to support SEMH across the school <p>CONTINUE AND DEVELOP</p>	

<p>Children can move their learning on through educative marking that they can reply to (orally or written).</p> <p>Purple polishing is clear in books, the gap is closing in English and maths.</p> <p>The marking for the currently ARE children targeted for greater depth and children who are greater depth will challenge them to show their learning in different ways.</p> <ul style="list-style-type: none"> • Feed mark marking embedded across the school in line with the research and progress markers highlighted by the EEF report • Books across the school show purple pen to review and respond to 'at point' misconceptions • Teaching and marking are beginning to close the gap and there is greater clarity in what objectives and learning needs to be responded to on a child-by-child basis • Teachers are confident in the feedback policy and the impact that it can have 	<ul style="list-style-type: none"> • Teachers across the school use variations on feedback marking – all has impact • Time is dedicated for DIRT – this shows impact across the school and will continue next year • Regular moderation is important to ensure consistencies and understanding across the school <p>CONTINUE AND DEVELOP</p>	
2. Targeted Academic Support		
<p>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost £24,216</p>

<p>Teacher, SENCO and PP lead work together to use assessments to:</p> <p>G) accurately identify which pupils require a structured programme of interventions</p> <p>H) ensure individual passports support progress</p> <ul style="list-style-type: none"> • Embed graduated response and APDR cycle • The use of PP passports has been adapted and improved over the year • Targets are now more closely matched to the children – and more easily evidenced • Teachers have a good understanding of where their SEND children are, what their targets to achieve are and what the provision is needed to support them • Further training and support has been offered to TAs in school to ensure they know and understand the needs and support needed in class 	<ul style="list-style-type: none"> • Regular support from the SENDCO was needed to ensure ILPs were completed and up to date - continue • The SEND dashboard was developed but may need further revisiting with staff • Staff know the pupils with SEND in their classes - continue • SENDCO ensuring that all interventions and EHCP strategies are used in every class – continue <p>CONTINUE AND DEVELOP</p>	
<p>Trained staff to deliver specific phonics and oracy interventions in EYFS/KS1 and Years 3 and 4</p>		
<p>Trained staff to provide ELSA and TIS support to individuals</p> <ul style="list-style-type: none"> • At the start of the year, we had 2 ELSA trained members of staff working with 6 children across the school – this was having excellent impact of the SEMH needs • The 2 members of staff left – jobs closer to home and teacher training • This meant that ELSA provision was unable to continue within school – no training was available until Sept 22/23 • 1 staff member is allocated to training in Sept with 2 other places requested 	<ul style="list-style-type: none"> • ELSA training only occurs in Sept and is heavily subscribed • To complete ELSA we need staff who are trained and stay in the school • Local agencies regularly ask for children to complete ELSA regardless of what is available as an offer for the school • ELSA has impact but should only be used as an 8 week course <p>CONTINUE AND DEVELOP</p>	

<p>Beanstalk reading programme to support pupils in years 3, 4 5 and 6 make clear progress . Closing the gap in reading and promoting the enjoyment of reading.</p> <ul style="list-style-type: none"> • Our initial Beanstalk program had 2 readers in school • This was developed over the year with a 3rd • The provision maps show that these reading groups had some impact on the reading progress of the children involved – but the greater impact was in the SEMH and love of reading factors 	<ul style="list-style-type: none"> • Due to Voice 21 project next year, we will be reducing the Beanstalk provision to 1 reader – the focus being on love of reading and progress through increased reading in school and at home <p>CONTINUE BUT REDUCE</p>	
<p>Continue to engage in the NELI project and embed the approach across EYFS and Year 1</p>		
<p>Targeted intervention for specific pupils through the tutoring using the catch-up and recovery funding.</p>		
<p>3. Wider Strategies</p>		
<p>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost £3,500</p>
<p>Monitor the attendance of pupil premium children and provide support and interventions where required.</p> <ul style="list-style-type: none"> • Evaluations completed of attendance term by term • Letters sent out for low attendance, persistent absence and improving attendance • Teachers held attendance meetings for those who received letters • Attendance logs have been completed to show action and impact • Attendance approved across the school 	<ul style="list-style-type: none"> • Some parents will persistently take children out of school for holidays regardless of fines, letters or discussion with SLT • Letters are having an impact across the school in raising attendance • Attendance logs are allowing teachers more targeted actions towards those persistently absent <p>CONTINUE AND DEVELOP</p>	

<p>Develop package of SEMH support and staff expertise</p> <ul style="list-style-type: none"> • Package currently as mentioned above: <ul style="list-style-type: none"> ○ ELSA ○ TI ○ Jigsaw ○ TA allocation ○ Anxiety Gremlins 	<ul style="list-style-type: none"> • Staff need regular training and reminders of what SEMH is and the tools we use as a school • ELSA as an 8 week course • TI approaches need training in action <p>CONTINUE AND DEVELOP</p>	
<p>Introduction and consistent implementation of new Relationships, Regulation and Behaviour policy, and linked resources, to all staff, children, and families in Spring 2022</p> <ul style="list-style-type: none"> • In consultation with the staff, parents and LGB, the policies have been updated, improved and developed to closely match what we offer and expect in Bishops Lydeard Church Primary School • Policy updates are added to the school website 	<p>CONTINUE AND DEVELOP</p>	
<p>Additional ELSA staff member trained to support with SEMH needs identified.</p> <ul style="list-style-type: none"> • At the start of the year, we had 2 ELSA trained members of staff working with 6 children across the school – this was having excellent impact of the SEMH needs • The 2 members of staff left – jobs closer to home and teacher training • This meant that ELSA provision was unable to continue within school – no training was available until Sept 22/23 • This provision has high impact on our children and a waiting list has been developed 	<ul style="list-style-type: none"> • ELSA training only occurs in Sept and is heavily subscribed • To complete ELSA we need staff who are trained and stay in the school • Local agencies regularly ask for children to complete ELSA regardless of what is available as an offer for the school • ELSA has impact but should only be used as an 8 week course <p>CONTINUE AND DEVELOP</p>	

<p>As part of our intent, promote physical health and well being via actions outlined in PE plan (Wake and Shake, Golden Mile) alongside Jigsaw, Anxiety Gremlin and met-acognition and self-regulation foci</p> <ul style="list-style-type: none"> • The PE strategy review shows that our active children implantation actions are having a positive affect on participation across the school • Across the year, we have seen greater engagement at break and lunch time • Increase provision for PE across the timetable for every class is viewed positively by most if the children • Pupil voice shows that active provision, 	<ul style="list-style-type: none"> • More student uptake is needed at break and lunchtime – not enough data-based evidence • Teachers need some support to teach PE after COVID • <p>CONTINUE AND DEVELOP</p>	
<p>Offer support so that any disadvantaged student can access a broad range of experiences and life skills.(Including camp, swimming, clubs and breakfast club)</p> <ul style="list-style-type: none"> • All clubs, trips and residential were offered as contributions with PP children being provided for • All children receiving PP funding were able to access the trips and wider opportunities – helping them develop the cultural capital they need for the future 	<ul style="list-style-type: none"> • PP pupils will always be offered a broad range of opportunities <p>CONTINUE AND DEVELOP</p>	
<p>Subsidise school activities for PP children to ensure equal access</p> <ul style="list-style-type: none"> • All clubs, trips and residential were offered as contributions with PP children being provided for • All children receiving PP funding were able to access the trips and wider opportunities – helping them develop the cultural capital they need for the future 	<p>CONTINUE AND DEVELOP</p>	

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
Accelerated Reader	Renaissance Learning
Read Write Inc	Oxford University Press
Cracking Comprehension	Rising Stars
Spelling Shed	EdShed
NELI	DfE - Bishops Lydeard Staff Team
Beanstalk Readers	Coram Beanstalk
Early Years Talk Boost	i-Can
Times Table Rock Stars/Numbots	Maths Circle
Purple Mash	2simple

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.

Appendix 1 – Recovery and Tutoring Budget

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,385
Recovery premium funding allocation this academic year	£3,442.50
Tutoring funding allocated for this year	£4,205
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	£54,032.50

This review of funding, completed in Nov 2021, shows the actual figure including the recovery funding incentives. The allocation of this funding is yet to be fully assigned. This is for two reasons. Firstly we wish to respond to the needs of the children upon return to school in the Autumn term. Secondly, some of the tutoring funding needs further analysis as the school will need to pay 25% of the tutoring cost and this not planned to be delivered until Jan due to recruitment timescales. Some funding has been allocated for other projects not covered by the PP budget but which are in line with their intended purposes.