

## Pupil premium strategy/self-evaluation

1. Summary information					
<b>School</b>	Bishopswood Infant School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	<b>£29,765</b>	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	173	<b>Number of pupils eligible for PP (£1,345 per ch)</b>	17 (£22,865)	<b>Date for next internal review of this strategy</b>	Dec 20
		<b>Number of pupils eligible for PPG (£2,300 per ch)</b>	4 (£6,900)		

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

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Quality of teaching – ensuring all disadvantaged children are exposed to ‘quality first teaching’ by continually adapting and improving practice and refining the curriculum
<b>B.</b>	Attitudes to learning/Learning behaviours – some of our disadvantaged children show lower levels of resilience to their peers and more incidents of low-level/off-task behaviours during learning
<b>C.</b>	Parental engagement – some of our disadvantaged children have a lack of parental engagement in school and education, possibly due to lack of understanding of school, low parental education levels or low expectations/aspirations
<b>D.</b>	SEMH – some of our disadvantaged children need support with their emotional literacy and building self-belief and self-esteem alongside support with social/relationship building skills

<b>E.</b>	Resources – ensuring all disadvantaged children have access to extra-curricular experiences to broaden and enrich their school experience (such as support with school trips, taking part in after-school clubs)										
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )											
<b>F.</b>	Home environment – some of our disadvantaged children have lack of family engagement in school/learning, limited access to educational resources at home (such as books and sports equipment)										
<b>F.</b>	Low attendance – although the attendance of our PP/PPG children is good in comparison to the whole school and national targets (2018-19 - PP = 95.9%, school = 96.6%) we will continue to keep the profile of good attendance high to sustain this into next year										
<b>4. Desired outcomes</b> ( <i>specific outcomes and how they will be measured</i> )											
<b>A.</b>	<table border="1"> <thead> <tr> <th data-bbox="96 481 981 588">4. Desired outcomes (<i>specific outcomes and how they will be measured</i>)</th> <th data-bbox="981 481 2148 588">Success criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="96 588 208 876"><b>A.</b></td> <td data-bbox="208 588 2148 876">Children make expected attainment targets and progress rates in reading, writing and maths</td> </tr> <tr> <td data-bbox="96 876 208 1027"><b>B.</b></td> <td data-bbox="208 876 2148 1027">Improvements in the SEMH and wellbeing of our disadvantaged children</td> </tr> <tr> <td data-bbox="96 1027 208 1179"><b>C.</b></td> <td data-bbox="208 1027 2148 1179">Children demonstrate our learning behaviours including an increase in their resilience and a positive attitude to learning</td> </tr> <tr> <td data-bbox="96 1179 208 1281"><b>D.</b></td> <td data-bbox="208 1179 2148 1281">An increase in parental engagement with their children's attainment and progress</td> </tr> </tbody> </table>	4. Desired outcomes ( <i>specific outcomes and how they will be measured</i> )	Success criteria	<b>A.</b>	Children make expected attainment targets and progress rates in reading, writing and maths	<b>B.</b>	Improvements in the SEMH and wellbeing of our disadvantaged children	<b>C.</b>	Children demonstrate our learning behaviours including an increase in their resilience and a positive attitude to learning	<b>D.</b>	An increase in parental engagement with their children's attainment and progress
4. Desired outcomes ( <i>specific outcomes and how they will be measured</i> )	Success criteria										
<b>A.</b>	Children make expected attainment targets and progress rates in reading, writing and maths										
<b>B.</b>	Improvements in the SEMH and wellbeing of our disadvantaged children										
<b>C.</b>	Children demonstrate our learning behaviours including an increase in their resilience and a positive attitude to learning										
<b>D.</b>	An increase in parental engagement with their children's attainment and progress										
<b>B.</b>	100% of disadvantaged children will achieve threshold for phonics test in Year 1 and 75% achieve ARE in R, W & M and combined at end of KS1. (Note - targets based original prior attainment group) Progress rates at end of KS1 will continue to be high in writing and maths and will increase for reading. For children not on the SEN register individual tracking shows accelerated progress in order to narrow the gap in attainment										
<b>C.</b>	For those children receiving ELSA support they will achieve their targets. For those with a Thrive profile an increase in their percentage will be seen by the end of the year.										
<b>D.</b>	Children's individual targets on their pupil premium plans will be met and teachers see an increase in positive attitudes to learning and decreased off-task behaviours in class.										
	An increase in communication between parents and teachers resulting in greater parental understanding of their child's academic targets										

5. Review of expenditure			
Previous Academic Year		2019-20	
i. Quality of teaching for all			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Pupil progress meetings held after each Data Drop throughout the year (4 times) using PAG grids to support discussions [PP/PPG children a key group for discussion - academic & pastoral progress].	Staff awareness of all children's needs is raised and high expectations for all are maintained. SLT are aware of gaps in achievement and progress and support any interventions in place to close these.	<p><b>Sept 19 – March 20</b> Pupil Progress meetings held after DD1 and DD2 to review progress. All attended by SLT and outcomes shared at SLT meeting to ensure consistency of support for interventions. PAGs used effectively to maintain high expectations by targeting individuals and groups of children to ensure progress. Staff awareness increased</p> <p><b>March 20 – July 20</b> School closed due to COVID. Pupil premium children contacted regularly and pastoral support given as appropriate. No EOY data to show academic outcomes. 84% of PP children engaged in home learning or in school.</p>	Pupil progress meetings very successful in raising awareness of PP children with all staff. Sharing outcomes with all SLT gives full picture of support across the school and ensures consistency. We will be continuing with these next year after each Data Drop. Additionally we will be looking to benchmark all disadvantaged children on their return to school to identify gaps quickly and start targeted support promptly; allowing gaps to be closed and progress to be measured accurately.
Regular whole staff CPD focused on school improvement actions.	Ensure high quality teaching from all teachers and support staff.	<p><b>Sept 19 – March 20</b> Staff meetings held weekly, mainly focused on English &amp; Maths in Autumn term. Introduced 'The Write Stuff' &amp; Classroom Monitor on INSET days and follow up meetings to share implementation. Classroom Monitor being used to assess 4 subjects this year, due to evaluate in Summer Term. All lesson observations completed were of a good quality.</p> <p><b>March 20 – July 20</b> School closed due to COVID. Virtual CPD continued weekly in Summer Term – for both teachers and support staff. Staff reading articles/watching videos to further knowledge of questioning and interventions to support all children when return to school. No observations completed.</p>	Virtual staff CPD effective as allowed support staff to take part and be aware of key strategies linked to SIP. Next year look at how this support and development can continue once all back in school.
Develop the use of flexible grouping and promote challenge for all to ensure the needs	Increased levels of pupil attainment, narrowing the gap between disadvantaged	<p><b>Sept 19 – March 20</b> Flexible groupings used where appropriate in majority of lesson observations completed. Pupil Progress meetings used to discuss how to use flexible groupings to ensure progress for key groups of children. Introduction of whole class phonics to ensure further progress in phonics attainment, too early to show impact on</p>	Staff awareness of effective use of flexible grouping was evident but unable to show how this or implementation of whole class phonics has improved outcome and closed GAP due to COVID. Next year look at how

of each individual child are met.	children and their peers.	<p>data. Data predictions show GAP between disadvantaged children and peers closing.</p> <p><b>March 20 – July 20</b></p> <p>School closed due to COVID. No EOY data to show academic outcomes. 84% of PP children engaged in home learning or in school.</p>	support those children not engaged with home learning using flexible groupings and support staff.
Increase whole staff understanding of children’s SEMH and wellbeing through new HCC initiative in collaboration with Bramley School	Staff awareness of importance of wellbeing for learning.	<p><b>September 19 – March 20</b></p> <p>A team of staff and parents attended the HCC training at the start of the year, (SENCO, teacher, ELSA and parent rep) looking at how to improve staff understanding. Initiatives introduced included staff well-being sessions on a fortnightly basis, weekly assemblies informing children about mindfulness techniques, brain development and resilience and staff meetings promoting techniques.</p> <p><b>March 20 – July 20</b></p> <p>School closed due to COVID. A section focused on well-being was created on the school website during school closures; signposting parents to wellbeing and mindfulness activities for both adults and children. Families of vulnerable and disadvantaged children contacted regularly to check on wellbeing of children and parents; offering support where necessary.</p>	Staff awareness of wellbeing has increased this year, and despite the school closing for the second half of the year, staff have continued to consider wellbeing of children within home learning packs and seesaw activities. As children return to school in Sept 20 we will continue with a well-being lead to promote well-being and mindfulness to all children and staff alongside the academic catch-up curriculum.
Develop our Bishopswood curriculum for both core and foundation subjects, linked to our renewed vision and values.	All children have access to a broad and balanced curriculum, promoting our vision and values and key learning behaviours.	<p><b>Sept 19 – March 20</b></p> <p>Vision and values shared with parents at end of 18-19 and continue to be embedded throughout the school with displays, photos, art work, headed letters and parents evenings. Subject leaders’ release time focused how to embed values within their subjects – staff meetings for subjects planned for Summer Term.</p> <p><b>March 20 – July 20</b></p> <p>School closed due to COVID. Subject specific staff meetings unable to happen so moved to next year. Home learning packs and seesaw activities reviewed weekly by DHT to ensure range of appropriate activities – both in terms of difficulty, accessibility and engagement. All packs showed a range of activities linked to a theme to engage children and both maths, English and ‘other’ tasks to give children and parents a range to choose from.</p>	Although work has begun on embedding vision and values within the curriculum this will need to continue into next year. All staff to promote and remind children of importance of whole school values at start of year, both within curriculum and the school community. Staff meetings next year led by T&L lead will continue to embed values within the curriculum.
<b>Total budgeted cost</b>			<b>£4,977</b>

<b>ii. Targeted support</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)
All PP/PPG children have a 'Support Plan' (PEP for LAC/PA) which highlights individual barriers to learning, previous and current attainment and progress and any additional support & interventions in place to improve outcomes.	Parents, staff and governors are able to clearly see the support in place for individual children. Increased responsibility from staff for all disadvantaged children.	<p><b>Sept 19 – March 20</b> Staff meeting introducing 'Individual Support Plans' (ISPs) in Autumn 1 – sharing expectations around accountability for all eligible children. All plans in place by end of Aut 1 (PP, SEN, LAC, PA, EAL). Monitoring in Autumn 2 showed consistency of format but support needed with target setting in some year groups – individual support given. Reviewed at Data Drop 2 and targets evaluated. Rationale for ISPs and format/expectations shared with governors in Spr 1. Gov visit planned to review in Sum 1.</p> <p><b>March 20 – July 20</b> School closed due to COVID. Gov visit postponed to next year. All ISPs reviewed to end of March to ensure information shared with new staff at transition was accurate. All ISPs shared in July and recent targets discussed with new teachers as interventions may need repeating before moving on.</p>	The format of ISP has been effective in raising profile of all disadvantaged children with teaching and support staff. Next year monitoring will be required to ensure adult support used effectively to close gaps. Also now more embedded we will be looking to share with parents to discuss barriers and targeted support. Additionally we will be looking to benchmark all disadvantaged children on their return to school to identify gaps quickly and start targeted support promptly; allowing gaps to be closed and progress to be measured accurately.
Create set of non-negotiables for all disadvantaged children (e.g. reading with adult 2x a week, additional library books, additional parent consultation, working with teacher 3x a week, identified key adult)	Raising profile of disadvantaged children across the school. Ensuring children receive additional academic and pastoral support.	<p><b>Sept 19 – March 20</b> Staff meeting introducing 'Individual Support Plans' (ISPs) in Autumn 1 – sharing expectations around accountability for all eligible children and expectations. All plans in place by end of Aut 1 (PP, SEN, LAC, PA, EAL). Non-negotiables discussed with SLT to create list for all children, feedback meeting planned for Spr 2.</p> <p><b>March 20 – July 20</b> School closed due to COVID. Non-negotiables list to be finalised in Autumn 1 to be shared with parents at first parents' evening. Families of vulnerable and disadvantaged children contacted regularly to check on wellbeing of children and parents; offering support where necessary.</p>	Non-negotiables list to be finalised in Autumn 1 to be shared with parents at first parents' evening. Need to review original suggestions in light of COVID restrictions whilst still ensuring all children receiving support above and beyond.
Disadvantaged children who have an additional need to be assessed using Thrive framework and individual action plans created.	Children's SEMH needs are identified and both individual and group work supports them in	<p><b>Sept 19 – March 20</b> All children with SEMH needs assessed using Thrive framework – release time given with SENCO to assess and action plan for more complex children. Expectation regarding key adults shared with all staff – varies for needs of each child, meeting the need can look different. Results of Thrive group for children in</p>	Next year's key adult list discussed with SLT to ensure the correct children are receiving Thrive support. Release time planned to re-assess children on return to school – re-evaluate action plans and

<p>Children with a Thrive profile spend time with designated key adult each week, focusing on actions from their action plan.</p>	<p>improve emotional development and increase Thrive percentages.</p>	<p>Year 2 can be seen within the group situation but still embedding in classroom/playground environment. Increase in Thrive percentages can be seen for all children in this group.</p>	<p>support as necessary. Thrive group very successful and as these children are transferring to Junior School and have not been in school during closures will look to run once again in Autumn Term.</p>
<p>Thrive groups run weekly for key children in Year 2 (including some PP/PPG children) to meet similar targets as appropriate.</p>		<p><b>March 20 – July 20</b> School closed due to COVID. Children in Year 2 Thrive group on regular vulnerable contact list. Key adults sent children postcards as part of transition to new year groups.</p>	
<p>Disadvantaged children who have an additional need allocated a child champion (key adult) to have an increased awareness of that child’s needs, beyond the academic. They complete and update the child’s passport throughout the year.</p>	<p>Vulnerable children have a secure relationship with at least one key adult that they work with regularly. Pupil passports highlight the child’s needs to all adults working with them.</p>	<p><b>Sept 19 – March 20</b> Expectation regarding child champions shared with all staff – varies for needs of each child, meeting the need can look different depending on action plan. Passports completed for all children by end of Autumn 1.</p> <p><b>March 20 – July 20</b> School closed due to COVID. Child champions sent children postcards as part of transition to new year groups. Pupil passports shared with new teachers and discussions planned in Sept between previous and new champions.</p>	<p>Next year’s child champion list discussed with SLT to ensure the correct children are receiving Thrive support and have a champion. Additional relationships even more important to be built in Autumn Term as limited transition for majority of children.</p>
<p>Under the direction of year group leaders, LSAs/HLTAs to provide targeted support across the year group for basic literacy and numeracy skills (Pupil Profiles used to identify gaps in skills)</p>	<p>Improved learning outcomes for all disadvantaged children, narrowing the gap between them and their peers.</p>	<p><b>Sept 19 – March 20</b> Regular Pupil Progress Meetings provided analysis of data and identification of gaps in learning for individuals and groups. All year groups received additional afternoon support for children working below ARE, including disadvantaged and SEN children. Monitoring of Pupil Profiles planned for Summer Term to evaluate progress made and evidence of keep up and catch up learning.</p> <p><b>March 20 – July 20</b> School closed due to COVID. Pupil Profiles updated by teachers to ensure children’s final attainment in March recorded. Information shared as part of transition to ensure targeted support can begin with reviewing most recent targets achieved. No EOY data to show academic outcomes. 84% of PP children engaged in home learning or in school.</p>	<p>Additional afternoon adult support planned in for all year groups, subject to COVID restrictions. Following benchmarking of all disadvantaged children on their return to school, DHTs meet with year leaders to identify gaps quickly and start targeted support promptly; allowing gaps to be closed and progress to be measured accurately.</p>

<p>ELSA provision personalised to the needs of individual children</p>	<p>Identified children will make progress against their personal ELSA targets.</p>	<p><b>Sept 19 – March 20</b>  Children identified as requiring ELSA support triaged and timetables of support put in place for Autumn and Spring Term. Progress can be identified but looking to review how progress recorded – quantitative or qualitative. Two LSAs at Junior School started ELSA training for succession planning – should be completed by end of academic year.</p> <p><b>March 20 – July 20</b>  School closed due to COVID. Children receiving ELSA prior to lockdown contacted regularly and some individualised activities sent home for parents to complete if appropriate. Support given to a number of parents who contacted whilst school closed with bereavement or anxiety.</p>	<p>ELSA support has always been an invaluable part of our support network within the school, either one-off or a series of focused sessions. This support is planned to continue in the Autumn Term, subject to COVID restrictions. Progress can be identified but looking to review how progress recorded – quantitative or qualitative.</p>
<p>Talk Boost (Yr R) &amp; Language Link (Yr 1 &amp; 2) programmes implemented for children with below age-expected language skills (all PP/PPG children will be assessed)</p>	<p>Increasing the number of children leaving KS1 with age appropriate oracy skills will support further learning and development.</p>	<p><b>Sept 19 – March 20</b>  Children in KS1 all assessed using Language Link by end of Autumn 1, children needing support grouped and interventions started in Autumn 2. Any new children joining the school assessed using Language Link. Talk Boost training for Yr R teacher booked for Summer Term.</p> <p><b>March 20 – July 20</b>  School closed due to COVID. Activities sent home to children receiving SALT or Language Link support at start of lockdown.</p>	<p>Language link assessments will be completed with all Year R children and previous children working below expectations. Hampshire SALT support reviewed at end of July for Federation, programmes for key children to be re-started when children return.</p>
<b>Total budgeted cost</b>			<b>£12,090</b>

<b>iii. Other approaches</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)
Termly meetings in addition to whole school parent's evenings to review PP/PPG children's attainment, progress and discuss next step targets.	Increased parental engagement and understanding of children's attainment and progress.	<p><b>Sept 19 – March 20</b> Parents' evenings held in early October for all children. Teachers chased any non-attending disadvantaged families to discuss progress via telephone.</p> <p><b>March 20 – July 20</b> School closed due to COVID. Mid-year parents' evenings completed in February but additional parent's evenings unable to be held due to COVID. All disadvantaged parents contacted during lockdown and support offered with home learning, seesaw and internet access if applicable.</p>	We were unable to complete these meetings as hoped at the start of the year. This is something we will look to carry over to next year. Once all children have been re-assessed and starting points analysed these will be shared with parents alongside additional support to be given. PEP meetings for PPG children will be completed by end of September.
Regular monitoring and tracking of attendance. Communicating with parents regularly so poor attendance can be challenged but support offered where necessary.	Continue to see attendance of PP/PPG children in-line with whole school attendance.	<p><b>Sept 19 – March 20</b> Attendance tracked at the end of each half term and parents across the school contacted via letter and telephone. Data shared with governors at end of Autumn 1 – attendance figures above National 18 for all sub-groups.</p> <p><b>March 20 – July 20</b> School closed due to COVID. Unable to track attendance of all children. Attendance of Hampshire-defined 'vulnerable children' was very good – all 7 children in school from 1<sup>st</sup> June. 84% of PP (59 chn out of 70 total) children were either in school or completing home learning during lockdown (75% of PPG – 6 out 8)</p>	Regular monitoring of attendance and communication with parents is beginning to embed into the school expectations. Attendance figures remain above National averages and we will continue to monitor both whole school and sub-groups as children return to school in September 2020.
Financial support to enable children to access school visits, enrichment activities, after school clubs and school uniform	All children feel a sense of belonging to the whole school community and are able to access the full range of extra-curricular activities.	<p><b>Sept 19 – March 20</b> Families across the school supported in a range of ways this term – support with Year 6 residential, school trips held in Autumn Term, karate club and Rocksteady. Additionally support given for buying uniform and shoes for key families.</p> <p><b>March 20 – July 20</b> School closed due to COVID. No extra-curricular activities available to children but school used EDENRED to support families with school meals during lockdown, alongside referring to Spotlight for food parcels. Additionally packs of craft and stationary resources sent home to all disadvantaged families at the start of lockdown with academic resources.</p>	We will continue to support families financially as children return to school in September; contact made with key families during the summer to discuss uniform and support still available to them. As extra-curricular activities begin to re-start we will support families as necessary to ensure children are able to access them.

<p>Provide cultural experiences/ opportunities for all children [e.g. visitors into school [inc. drama companies], fundraising opportunities, specialist sports/music activities]</p>	<p>All children have access to a range of opportunities, regardless of financial circumstances.</p>	<p><b>Sept 19 – March 20</b> Experiences/opportunities arranged during Autumn &amp; Spring term included: drama workshops in KS1, panto in both KS1 and KS2, fundraising at Christmas for local charities, visiting musicians in KS2, a range of sporting events attended by KS1 and KS2 children. Each time a selection of disadvantaged children chosen to attend or take part (and funded where applicable). <b>March 20 – July 20</b> School closed due to COVID. No experiences available to children at this time. As part of home learning teachers planned activities around celebrations and special dates to raise awareness and understanding of local, national and world wide events.</p>	<p>Possibly reduced opportunities for visitors to school and trips out in Autumn Term due to coronavirus restrictions but we will be looking at how to use assemblies and PSHE sessions to provide experiences. Once clubs and trips begin again, we will continue to support families.</p>
<p>For PP/PPG children to be invited to attend our 'Bishopswood Buddies' summer club at the school to develop social skills and take part in range of activities. Although mainly for new Year R children, disadvantaged children from all year groups are invited to attend.</p>	<p>Children have the opportunity to further experience time at school before starting in September, to reduce anxiety, build relationships with staff and allow for some early academic assessment.</p>	<p>Bishopswood Buddies Club usually held in the Summer holidays but due to coronavirus the club was unable to take place this year. All disadvantaged parents contacted during lockdown and support offered with home learning, seesaw and discussed children starting school in September.</p>	<p>Buddies Club will be planned and budgeted for next year as we have previously seen the benefit to these children of coming back into school before term starts.</p>
<b>Total budgeted cost</b>			£4,013

## 6. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil progress meetings held after each Data Drop throughout the year (4 times) using PAG grids to support discussions [PP/PPG children a key group for discussion - academic & pastoral progress].	Staff awareness of all children's needs is raised and high expectations for all are maintained. SLT are aware of gaps in achievement and progress and support any interventions in place to close these.	Research shows a robust approach to monitoring and evaluation of interventions means gaps in achievement can be assessed and planned actions/interventions evaluated and adapted.	EDHT ensure meetings are focused on key targets set at beginning of year and result in clear outcomes moving forward for individuals and groups.	BS	Pupil progress meetings will be held regularly and outcomes shared with ESLT & governors.
Regular whole staff CPD focused on school improvement actions.	Ensure high quality teaching from all teachers and support staff.	Research shows effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	Observations of learning with specific feedback Book/planning monitoring where next steps are identified.	GG	Termly monitoring of books, teaching and planning to review impact on T&L.
Develop the use of flexible grouping and promote challenge for all to ensure the needs of each individual child are met.	Increased levels of pupil attainment, narrowing the gap between disadvantaged children and their peers.	By ensuring that assessment for learning is a key part of each lesson and unit of work, teachers are able to adapt planning and personalise learning. Flexible grouping ensures that a child's learning is not capped and all learning time is optimised.	Staff training Observations of learning with specific feedback Book/planning monitoring where next steps are identified	BS	Termly monitoring of books, teaching and planning to review challenge for all.  Review gap between disadvantaged children and peers at each pupil progress meeting.

Increase whole staff understanding of children's SEMH and wellbeing through new HCC initiative in collaboration with Bramley School	Staff awareness of importance of wellbeing for learning.	Research shows children need to be emotionally stable and feel secure before they are able to learn and make academic progress.	New group being formed across BIS/BJs & BPS formed of staff from all levels to implement new initiative across the schools.	RM	Initiative will be reviewed termly and outcomes shared with EHT/governors. Overall impact reviewed at the end of the year.
Develop our Bishopswood curriculum for both core and foundation subjects, linked to our renewed vision and values.	All children have access to a broad and balanced curriculum, promoting our vision and values and key learning behaviours.	A narrowed curriculum can restrict children's life choices and opportunities.	T&L leader and subject leaders review curriculum coverage for their subjects through regular monitoring.	AT	Curriculum & subject coverage reviewed throughout the year.
<b>Total budgeted cost</b>					£8,967

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All PP/PPG children have a 'Support Plan' (PEP for LAC/PA) which highlights individual barriers to learning, previous and current attainment and progress and any additional support & interventions in place to improve outcomes.	Parents, staff and governors are able to clearly see the support in place for individual children. Increased responsibility from staff for all disadvantaged children.	Research shows an increased staff awareness of disadvantaged children ensures teachers and subject leaders can take responsibility for their progress.	The plans will be monitored, reviewed and evaluated regularly by SLT and shared with parents.	BS	Personal plans will be reviewed as part of each Data Drop by teachers and outcomes shared with SLT at each pupil progress meeting throughout the year.
Create set of non-negotiables for all disadvantaged children (e.g. reading with adult 2x a week, additional library books, additional parent consultation, working with teacher 3x a week, identified key adult)	Raising profile of disadvantaged children across the school. Ensuring children receive additional academic and pastoral support.	A whole-school set of non-negotiables, shared with all staff, helps ensure all adults are working together to accelerate progress of disadvantaged children.	Non-negotiables will form part of each child's individual support plan/PEP. These will be reviewed as part of pupil progress meetings.	BS	Personal plans will be reviewed as part of each Data Drop by teachers and outcomes shared with SLT at each pupil progress meeting throughout the year.
Disadvantaged children who have an additional need to be assessed	Children's SEMH needs are identified and both	Research shows when their SEMH needs are developed,	SENCO supports staff with completing Thrive profiles	BS GT	Thrive groups reviewed termly as part of Pastoral SLT

using Thrive framework and individual action plans created.	individual and group work supports them in improve emotional development and increase Thrive percentages.	children feel safe, secure and ready to learn.	and action plans. SENCO analyses impact of Thrive groups to share with SLT/governors.		meetings to review children's progress and next steps. Individual children re-assessed at end of year to see progress in Thrive percentage.
Children with a Thrive profile spend time with designated key adult each week, focusing on actions from their action plan.					
Thrive groups run weekly for key children in Year 2 (including some PP/PPG children) to meet similar targets as appropriate.					
Disadvantaged children who have an additional need allocated a child champion (key adult) to have an increased awareness of that child's needs, beyond the academic. They complete and update the child's passport throughout the year.	Vulnerable children have a secure relationship with at least one key adult that they work with regularly. Pupil passports highlight the child's needs to all adults working with them.	Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn.	Expectation that all staff are a 'champion' for a vulnerable child links with our ethos of 'caring, respecting and thriving together'. Passports are shared at appraisal meetings for all staff to increased expectations.	RM	Support staff have their child champion role as a performance management target. Individual children re-assessed at end of year to see progress in Thrive percentage.
All SEN PP/PPG children to be assessed on the return to school to highlight any new gaps in learning as a result of school closure.	Children's gaps in learning identified early and interventions put in place where possible to close these gaps.	Research shows an increased staff awareness of disadvantaged children ensures teachers and subject leaders can take responsibility for their progress.	Experienced staff used to complete assessments and outcomes shared with teachers/year leaders/SENCO/DT as necessary.	BS	Assessments reviewed as part of termly review of ISPs and retaken as appropriate.
Under the direction of year group leaders, LSAs/HLTAs to provide targeted support across the year group for basic literacy and numeracy skills (Pupil Profiles used to identify gaps in skills)	Improved learning outcomes for all disadvantaged children, narrowing the gap between them and their peers.	This support is precise and allows for specific teaching of both basic skills for literacy and maths to enable this group of children to both catch up and keep up	Good communication between LSAs and class teachers. Class teachers to take responsibility for identification of needs, planning and assessing impact. Pupil progress meetings enable SLT to monitor impact of interventions.	BS (KR, EW)	Pupil progress meetings will be held regularly and outcomes shared with ESLT & governors.

ELSA provision personalised to the needs of individual children	Identified children will make progress against their personal ELSA targets.	Children who have secure attachments and strong emotional resilience skills are more able to be successful learners.	ELSA meets EDHT/SENCO at end of each half term to evaluate provision and plan following term's support.	BS	Half termly when EDHT/SENCO and ELSA meet.
Talk Boost (Yr R) & Language Link (Yr 1 & 2) programmes implemented for children with below age-expected language skills (all PP/PPG children will be assessed)	Increasing the number of children leaving KS1 with age appropriate oracy skills will support further learning and development.	Research shows that children who have a language gap with their peers are less likely to reach age related expectations in all curriculum areas	Children will be assessed at beginning of year R as part of initial assessments, one adult will be responsible for	BS KR	Termly as part of Pastoral SLT meetings to review children's progress and next steps.
<b>Total budgeted cost</b>					£14,198

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Termly meetings in addition to whole school parent's evenings to review PP/PPG children's attainment, progress and discuss next step targets.	Increased parental engagement and understanding of children's attainment and progress.	Some parents find attendance at evening event challenging and some families need longer to discuss their children's progress. The children of parents/families who engage regularly make better progress than those from families which do not.	Class teachers to organise timings/structure of meetings dependent on individual parent/child needs. Teachers to meet informally with EDHT after meetings to discuss changes needed to provision as necessary.	BS	Reviewed after each cycle of meetings to evaluate effectiveness for child/parent and teacher.
Regular monitoring and tracking of attendance. Communicating with parents regularly so poor attendance can be challenged but support offered where necessary.	Continue to see attendance of PP/PPG children in-line with whole school attendance.	In order to learn children need to attend school regularly. Irregular absence can have a greater negative impact on achievement than a single period of illness.	School office & EDHT regularly track attendance and contact parents before child's attendance levels drop below 93%.	BS	Attendance monitored at end of each half term. Report outcomes of attendance analysis to governors termly.

Financial support to enable children to access school visits, enrichment activities, after school clubs and school uniform	All children feel a sense of belonging to the whole school community and are able to access the full range of extra-curricular activities.	Children who feel secure and have a sense of belonging are better placed to learn.	Through newsletters & home/school visits in Year R ensure all parents are aware how they can ask for assistance. Class teachers inform SLT if there is anyone they think who is not accessing this support	BS	Ongoing throughout the year to ensure all children/families are accessing support they are entitled to.
Provide cultural experiences/ opportunities for all children [e.g. visitors into school [inc. drama companies], fundraising opportunities, specialist sports/music activities]	All children have access to a range of opportunities, regardless of financial circumstances.	Access to a broad range of experiences ensures all children have the opportunity to increase their future aspirations/broadens their horizons.	SLT discuss different opportunities we can provide for children beyond the school curriculum, funding discussed with governors.	BS	Ongoing as ideas are brought to SLT. After each experience, discuss impact on children's wellbeing and decide if repeat.
For PP/PPG children to be invited to attend our 'Bishopswood Buddies' summer club at the school to develop social skills and take part in range of activities. Although mainly for new Year R children, disadvantaged children from all year groups are invited to attend.	Children have the opportunity to further experience time at school before starting in September, to reduce anxiety, build relationships with staff and allow for some early academic assessment.	Although the summer club is not entirely academically focused and will therefore have limited impact on attainment or progress; it helps to initiate positive relationships between school and home and increases children's confidence when starting/returning to school	Buddies Club is led by the EYFS leader. KR feeds back to SLT at the beginning of the year and raises any concerns about key children and families that may need further support moving forward.	KR	When KR feeds back to SLT discuss impact on early intervention, assessment and children's confidence.
<b>Total budgeted cost</b>					<b>£6,220</b>

## 7. Additional detail

Resources & documents used to evidence and support rationale:

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

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

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