

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bishop Cornish C of E VA Primary School.
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	38 (19%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs Tracey Fletcher
Pupil premium lead	Mrs Sam Berry
Governor / Trustee lead	Mrs Teresa Lindeyer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62740.00
Recovery premium funding allocation this academic year	£2465.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4003.00
<b>Total budget for this academic year</b>	<b>£69208.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

All of our teachers at Bishop Cornish Primary School provide a rich, varied and creative curriculum, both in the classroom and through outdoor learning experiences. Our holistic approach inspires the children to feel validated and included, and in turn more resilient to challenges in their learning. High-quality teaching is key to inspiring all of our learners, with a focus on the areas that require the most support.

We especially want our more vulnerable and disadvantaged children to feel safe, secure and happy. We want them to be motivated and keen to engage, building on their successes to reach their potential in both their academic learning and their social and emotional development. Our children face various barriers to learning including: medical needs, speech and language, hearing, neurodevelopmental, social and emotional difficulties, developmental delay, family issues and bereavements. The vast majority thrive within the familiarity of the school environment with the support of our caring team.

However, the pandemic and the restrictions that it imposed have proved very tricky for some and the huge changes in their daily lives have served to increase their anxieties and reduce their powers of resilience. We are striving to help each need in the best way we can and to keep the well-being of our children at the heart of everything we do.

All teaching staff observe and monitor the progress and levels of the children in their classes, providing bespoke learning and interventions where they identify a need. The PPT (Pupil Premium Teacher) also works closely with class teachers and the SENDCO to support our vulnerable and disadvantaged children and to provide further interventions/sessions as necessary. Both the SENDCO and the PPT work with other professionals to support individuals, as well as with the Virtual School for our CIC children. The PPT is a point of contact for both the PP children and their parents throughout their time at Bishop Cornish, including during transitions. These strong relationships have proved invaluable in supporting our families.

It is our intention that all children will be able to sustain and improve their learning, and that this strategy for our more vulnerable and disadvantaged children will therefore be beneficial to all in our whole school community.

## Challenges

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

Challenge number	Detail of challenge
1	The impact of the pandemic and the loss of learning and social experiences during the lockdowns/restrictions, as well as ongoing disruption/change when children or staff are absent due to COVID.
2	A high percentage of PLAC/CIC Pupil Premium + children.
3	Mental Health issues: including social and emotional difficulties, anxiety and EBSA barriers, as well as significant bereavements for several children and their families.
4	Medical needs (including neurological conditions).
5	Lower levels of independence/confidence/resilience - both socially and emotionally; and when meeting challenges in their learning.
6	Lower levels of stamina/ability to engage for longer periods of time, especially in writing.
7	Attendance for all pupils is below the national average and is significantly lower for our vulnerable and disadvantaged children.

## 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
<ul style="list-style-type: none"> <li>For all children to feel excited and happy to learn.</li> <li>For all children to feel confident in their own abilities as learners.</li> <li>For children to build resilience in their learning as they address “gaps” or challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be motivated, curious, interested and engaged.</li> <li>Children will make at least good progress.</li> <li>Children who have “fallen behind” will make accelerated progress to help them to “catch up”.</li> <li>Learners will be ready to transition to their next year group.</li> <li>Children will be given regular opportunities to rehearse, practise and consolidate key skills in reading, spelling, handwriting and maths in class.</li> <li>Class interventions respond to needs of the children and are planned and implemented by Teachers as part of quality first teaching.</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional interventions with PPT according to identified needs or targets from outside agencies are accessed by children and their families.</li> </ul>
<ul style="list-style-type: none"> <li>• Vulnerable/disadvantaged children make at least expected progress from their own starting points: especially in Reading, Writing and Maths.</li> <li>• Outcomes of PP children monitored to identify areas that need to be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• “Gaps” in learning for classes, groups and individuals are identified and tracked to ensure progress is made in these areas.</li> <li>• Children who need additional support receive targeted interventions.</li> <li>• Class teachers implement a programme of interventions and monitor the impact on learning.</li> <li>• PPT provides sessions/ interventions for children according to identified needs from school data/ observations and targets given by outside agencies.</li> <li>• Outcomes closely monitored through Pupil Asset, AR Reader, RWI phonic assessments, DOODLE maths and WRAT5 for individuals.</li> </ul>
<ul style="list-style-type: none"> <li>• To achieve and sustain improved attendance for all pupils, particularly our vulnerable/ disadvantaged children.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise individuals/groups who are persistently low attenders.</li> <li>• Working with EWO where appropriate.</li> <li>• Whole school outcomes monitored through school data systems.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60608.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPOMS training for all staff.</p> <p>Recording of incidents, Information from parent meetings, SEND documents, outside agency reports.</p>	<p>Individuals in school may have different parts of the jig-saw and CPOMS allows us to put the whole picture together much quickly.</p> <p>The range of evidence that can be easily stored on the system builds a powerful evidence trail that keeps all relevant stakeholders in the loop at all times. Concerns are quickly recorded in the system and can be acted upon accordingly.</p> <p>It provides a strong evidential trail of our actions and their positive impact for the children concerned.</p>	1-5
<p>Retention of Pupil Premium Teacher for 0.6 with additional hours 0:1 for CIC.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups:</p> <p>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	1-6
<p>SENDCO to train PPT to administer Dyslexia Screening and WRAT 5 assessment tool for individual needs.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	1 & 5
<p>Purchasing CPD from the National College of Education.</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.</p>	2

	<p>Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.</p> <p>Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning.</p> <p>Those who select PD should look for mechanisms in prospective programmes; those who design PD should include mechanisms in their design.</p> <p>Careful consideration is also required to ensure that PD is evidence-based, and that content is drawn from trusted sources.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/evidence-based-practice/evidence-based-practice-2018-2020/EEF-Effective-Professional-Development-Guidance-Report.pdf">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	
<p>Whole staff CPD for PSHE: “Jigsaw”, including mindfulness approach.</p> <p>Pilot/implementation across the school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/evidence-based-practice/evidence-based-practice-2018-2020/EEF-Social-and-Emotional-Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
<p>Maths focus across the school to ensure “gaps” are addressed for all.</p> <p>Doodle maths to be trialled and implemented for all pupils.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611217/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf</a> (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1 & 5
<p>Phonics focus to ensure knowledge is known and embedded – use of RWI resources and assessment tools.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	1& 5

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

Budgeted cost: £1200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class based interventions by teaching and support staff.	Review of SEND Support plans. Review of On Alert plans. Observations/School data. Recommendations from Outside Agencies.	1-6
Interventions/sessions with PPT for vulnerable & disadvantaged children in 1:1 or small groups. New tables and new notice board.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1-6
Additional time/ sessions for CIC children with the PPT in 1:1 or small groups.	One to one tuition   EEF (educationendowmentfoundation.org.uk)	2
Resources for specific targets/needs: eg Lego sets for LEGO Therapy, Realistic toy dog for empathy and understanding, Plus 1 and The Power of 2 Maths books	And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	1-6
To use WRAT 5 assessment tool/dyslexia screening for individuals – administered by SENDCO or PPT.		1-6
EP referral for assessment of need.	*When EP “Flexi-Time” agreement is available as this has been put on hold due to high demand for EHCP EP referrals.  “The pandemic has made life even harder for those in crisis.” <i>The Red Cross 2021.</i>	3
Maths focus group of Year 6 pupils with the Head Teacher during the school day.	Small group tuition has an average impact of four months’ additional progress over the course of a year.	1 & 5

	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions</p> <p><u>Small group tuition   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
<p>Booster sessions after school with Head and Deputy Head Teacher in addition to the normal school day 2x per week</p> <p>CGP Books</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions</p> <p><u>Small group tuition   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 5 & 6



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

Budgeted cost: £7400.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunity to access music lessons from peripatetic teacher, funded by PP (3).	Reinforce SEL skills through whole-school ethos and activities	3 & 5
Access to clubs provided by members of staff in school. (£2 per session covered by PP).	Establish school-wide norms, expectations and routines that support children's social and emotional development.	1 3 & 5
Access to school trips including residential – eg Heatree in the Summer Term, a class trip for each year group etc.	Improving Social and Emotional Learning in Primary Schools EEF.	1 3 & 5
Any other equipment or financial support for a disadvantaged child to access an identified opportunity.	We have identified a need to set a small amount of funding aside to response to ongoing/further needs of our children.	1-5
Involvement of EWO to support attendance	<a href="#">Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	6

**Total budgeted cost: £60608.00 - £7400.00 - £1200.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The pandemic created huge barriers to how we were able to manage interventions for our Pupil Premium children. We met this challenge by creating a Learning Base in the KS1 library for the duration of the restrictions. This allowed KS1 children to access the room from their corridor and for the KS2 children to access it from the outside door. Regular cleaning routines and 'Bubble' or Year Group specific resources were put in place. All children who were attending were therefore able to continue with their PP interventions, although this was only for our key worker and more vulnerable children during the actual Lockdown. Families of children who were at home for any length of time were offered support by the provision of home learning activities and expectations according to their needs. Regular phone calls to some of our families though out these unprecedented times have created some very positive and enduring relationships with parents of our more vulnerable and disadvantaged children.

Our school observations/assessments have indicated that the performance of our disadvantaged children has been impacted by the school closures and lack of access to school routines and the extra provision/support enabled by Pupil Premium funding. Pupil behaviour, wellbeing and mental health were also significantly challenged by the changes and restrictions brought about by the pandemic.

### 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
NELI (Nuffield Early Language Intervention)	Nuffield.