Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Bishop David Sheppard CE Primary School	
Number of pupils in school	167 206 including Nursery
Proportion (%) of pupil premium eligible pupils	46.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	31st December 2024
Date on which it will be reviewed	31st December 2025
Statement authorised by	Mrs Siobhan Bayliff
Pupil premium lead	Mrs Siobhan Bayliff
Governor / Trustee lead	Mr Mike Molyneux

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,530
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£107,530

Part A: Pupil premium strategy plan

Statement of intent

"Our school community members are made in the image of God and we embrace their uniqueness. We have high expectations for our children to fulfil the promise of enjoying 'life in all its fullness' (John 10:10) through experiencing high quality social, moral, physical and spiritual education.
We are committed to providing children with enriching opportunities to prepare them for the next stage of their education and life. All children are supported to overcome potential barriers so that they flourish and succeed. Together, we work to inspire our children to be the best they can be.
We aim to create resilient individuals who can contribute to their communities and take their place in the world as global citizens."

Our School Vision Statement

At Bishop David Sheppard CE we have designed a curriculum that is challenging and ambitious, but is also sequential with maximum opportunities to develop key knowledge. We want our children to succeed and we aim to ensure we develop key learning skills and behaviours that will prepare them for the next stage of their education. We also recognise that children need to be in school for this to happen. We understand our key role in ensuring all children overcome any barriers to them getting an excellent Primary education. Alongside this, we want all our children to have a wealth of opportunities and experiences.

We know from recent research that disadvantaged children have been affected disproportionately during the pandemic (EEF 2021). Our pupil premium strategy and our Covid recovery programme focus primarily on this.

Our key principles are:

- Ensuring all our actions are evidence based and measurable
- The success criteria is clear
- All our school community understand what we are trying to achieve and their role in achieving it
- That the plan reflects localised as well as national issues

- That the plan is flexible and can be adapted

At Bishop David Sheppard CE we are ambitious for our children. Our pupil premium strategy has key links to the school development plan, the emotional health strategy and our curriculum medium term plans. Pupil progress and provision mapping play a key role in planning how to spend the pupil premium allocation. This ensures connectivity across school.
During the last year, we have used internal data to identify gaps in learning in all subjects but particularly with mathematics and writing. This is supported by our emotional health strategy and all other opportunities/enhancements that are offered.

Challenges

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

Challenge number	Detail of challenge
1	Inclusion - Many eligible pupils also have additional needs (SEND) Data shows that we currently have 37 children in school who are pupil premium and SEND. By ensuring inclusive quality first teaching and by removing any barriers to learning through early identification and timely, appropriate support, children are given every opportunity to reach their full potential.
2	Emotional health and well-being needs have grown. We have seen an increase in the number of pupils experiencing a range of emotional health issues. This has varied from anxiety, emotional resilience and self-regulation. Lockdown has exacerbated this as children have missed out on a wealth of enriching activities as well as the social aspect of school. There has been a steep rise in the number of parents requesting support. There has been a steep increase in incidences of support that we are putting in place. These issues are often raised in pupil progress meetings. (See provision mapping and emotional health strategy)
3	Gaps in learning across the curriculum following the school closures.

	Low level language skills This has been identified through early years Baseline Assessment and Wellcom language screening. **Gaps in Phonics and Early Reading (including Early reading)** Phonics data in 2024 was 65%, in 2023 was 53% and in 2022 was 78%. **Writing** Writing standards across school have dipped. Return to school and end of year data for 2023 and 2024 (and work scrutiny) have shown a decline in standards, particularly in KS2. **Mathematics** Mathematic standards across school have dipped. End of year data for 2023 and 2024 (and work scrutiny) have shown a decline in understanding and gaps in key mathematical skills.
4	Limited vocabulary and exposure to high quality texts, as well as cultural capital. This is evidenced by reading assessments and pupil voice surveys. We are aware of the research around vocabulary and the 30-million-word gap for disadvantaged children. We have ensured that our curriculum is language rich, we offer a broad diet of literature, we give children opportunities to develop a love of books. As well as this we aim to develop rich cultural capital through the curriculum that can then be enhanced through visits, experiences and extra-curricular clubs. Throughout school we continue to develop rich vocabulary through the curriculum and broaden children's knowledge by a well sequenced curriculum and by a sharp focus on how we learn through CPD.
5	Persistent Absence figures have increased since the lockdown as evidenced by attendance data. Despite a concerted effort by all staff involved and a graduated response to tackling attendance, it continues to be a challenge.

	The non-attendance and persistent absence of PP children remains higher that of the non PP pupils (particularly PP and SEND). Whole school attendance was 93% (92.9% for PP) in 2024. Persistent absence figures have not returned to pre-pandemic levels. This has been severely hampered by the level of absences due to illness and other absences. Persistent absence has a negative impact on the progress of disadvantaged pupils. PP pupils – 27.4% Non PP pupils – 15.8% All pupils – 22.4% SEND 37%

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
Ensure all SEND children receive an excellent quality first teaching experience that enables access to the curriculum.	Monitoring shows that all SEND children are able to access the full (or adapted) curriculum through adjustments made to ensure access through quality first teaching. All teachers to have a shared understanding of what quality first teaching looks like for SEND children and ensure access to all lessons. All SEND/PP children are making good progress from their starting points. This will be measured using B Squared or termly assessment data.
Ensure all pupils needing additional support for Emotional well-being are	PP children identified and support accessed according to our

identified as soon as possible (See Emotional Health Strategy)	graduated response on emotional health strategy. Support offered ensures full engagement with education. Children on correct pathway to ensure improvement in emotional health.
Improved Phonics and Early Reading attainment and progress for disadvantaged children by the end of EYFS and KS1. Reading in KS2 to show improved attainment in reading comprehension	Increase the percentage of pupils passing the phonics screening test and improve on current 2024 data which is below national data. KS1 reading outcomes to be in line or better than national by 2025/2026. Children reading more frequently at home (Internal weekly reading data). All year groups achieving above national in end of year assessments. Where children have not reached the expected standard to show a good rate of progress from their starting point at the beginning of the year. Monitoring of guided reading to show evidence of challenge to support greater depth readers being developed.
Improved language skills and vocabulary for all disadvantaged pupils.	WellComm assessments to show improvement from the baseline. Children across school showing an increased understanding of vocabulary linked to the curriculum and using appropriately and within context.

	Monitoring evidence shows improved language skills across school. Learning walks, observations and pupil voice to show improved oracy embedded in all lessons.
Improved writing attainment for all disadvantaged pupils by the end of KS2.	Writing outcomes to improve year on year to narrow the gap between disadvantaged/non-disadvantaged. Evidence of greater depth writing being developed across all year groups through high quality guided groups, consistent editing and high-quality vocabulary from reading being used in writing. This is measured by regular internal moderation and network moderations to support teacher assessment. All teachers will attend extensive moderation training.
Improved Mathematics attainment across the whole school and ensure all learning gaps are addressed.	Mathematic outcomes to improve year on year to close the gap between disadvantaged and non-disadvantaged. Ensure continued participation in maths hub projects and monitor attainment and progress across all year groups. Monitoring evidence including engagement in lessons, pupil voice and book scrutiny. Learning walks and lesson observations to ensure high expectations are maintained. Evidence of greater depth mathematics through effective mastery teaching.

Persistent Absence reduced significantly to below 10%	Attendance data absence figures reduced to pre-pandemic levels and lower. Whole school attendance to be higher than national figures. Persistent absence to be lower than the national level.

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider Curriculum development and training	A well developed and sequential curriculum supports and demonstrates the impact on attainment and progress for all children. Senior leadership will devote 10% of time to ensuring the development of cognitive science research is used effectively in planning the curriculum. This will include development of planning, regular monitoring of all curriculum documents, subject leaders supporting the delivery of all subjects and internal and wider CPD for all teachers. Back on Track by Mary Myatt Moving Forwards, Making a Difference EEF May 2022 Effective Professional Development EEF 2021	1 3
Teaching and learning development	Ensuring that effective teaching and learning takes place is an essential part of planning for PP spending. 10% of leadership time will be spent on developing effective teaching and learning, as well as monitoring for impact. Teaching Walkthrus by Tom Sherrington Putting Evidence to Work EEF	1 3 4

	Teacher Feedback to Improve Pupil Leaning - EEF	
Development of Phonics and Early Reading in line with DfE and EEF guidance	Evidence suggests that effective and systematic Phonics is the best way to teach children to read. As a school, we have adopted Floppy's Phonics to support this. This programme is now well embedded but we will continue with regular training, coaching and monitoring to ensure consistency of practice. Phonics – EEF toolkit	1 3 4
Development of Writing and Mathematics across the whole school with particular emphasis on closing gaps from lockdown during Covid 19.	Leaders of English and Mathematics will be given dedicated time to: Develop teaching and learning strategies through CPD Monitor effectively to ensure consistency of practice across school Ensure effective practice in place to develop greater depth writing and mathematical knowledge Pupil voice for PP children to improve learning opportunities Improving Mathematics in Early Years and Key Stage 1 – EEF Improving Mathematics in Key Stages 2 and 3 – EEF Preparing for Literacy – EEF Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2	1 3 4
To improve progress of PP children who are also SEND	Pupils who are both SEND and Pupil Premium are identified by internal data as at risk of falling behind. Evidence suggests that with targeted CPD teachers can ensure access to teaching and learning. The inclusion manager has worked on identifying QFT strategies that can ensure access to all lessons in	1 3 4

	all areas of the curriculum. Staff will receive extensive training for this. Special Educational Needs in Mainstream schools - EEF	

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

Budgeted cost: £ *60,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to support the development of reading and support access to the curriculum for all PP pupils	Teaching assistants support with a wide range of support. Pupil progress meetings identify where support is needed and this is put into practice through our provision mapping. Making the Best Use of Teaching Assistants - EEF	1 3 4
To improve progress of PP children who are also SEND	Pupils who are both SEND and pupil premium are identified by internal data as at risk of falling behind. Teaching assistants will receive training on a number of initiatives so that they can provide targeted support. This is identified in our provision maps. Special Educational Needs in Mainstream schools – EEF	1 3

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

Budgeted cost: £ *7,530*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop an attendance strategy that supports PP children to ensure that they are in	"This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of	5

school and ready to learn.	key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard." DfE Working Together to Improve School Attendance May 2022	
Ensure pupils have a wide range of educational and enriching experiences.	"The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life." An Unequal Playing Field – The Social Mobility Commission Pupil premium money is used to support residential trips and other educational and enriching experiences.	3 4
Improve well-being for all pupils.	In order for our children to attend school and thrive there it is essential that we see emotional health as a vitally important part of childhood development. It is impossible to fully outline all the supporting evidence but our emotional health strategy works in	2

	conjunction with our pupil premium strategy. Emotional Health and Well-Being Toolkit Sefton 2021-2022 Emotional Health Strategy – Bishop David Sheppard CE Primary	

Total budgeted cost: £ 107,530

Pupil Premium Impact Report **2023-2024**

PP Allocation 2023-24	**£107,530**
PP Numbers 2023-24	Reception = 7 pupils Year One = 9 pupils Year Two = 17 pupils Year 3 = 15 pupils Year 4 = 16 pupils Year 5 = 14 pupils Year 6 = 7 pupils
PP Summary 2023-24	School 53.5%
Total Pupils on Roll 2023-24	212 including nursery

Purpose:

The aim of this report is to provide a review of pupil premium expenditure for 2023-2024, evidence the impact of that expenditure and use it to evaluate the effectiveness of what we spent and why.

In School Barriers:	**Desired Outcomes:**
1. Inclusion - Many eligible pupils also have additional needs (SEND)	1. Ensure all SEND pupils receive an excellent quality first teaching experience that enables access to the curriculum.

2. Emotional health and well-being needs have grown. We have seen an increase in the number of pupils experiencing a range of emotional health issues. This has varied from anxiety, emotional resilience and self-regulation. Lockdown has exacerbated this as pupils have missed out on a wealth of enriching activities as well as the social aspect of school. 3. Gaps in learning across the curriculum following the school closures. • Low level language skills • Gaps in phonics and early reading • Writing • Mathematics 4. Limited vocabulary and exposure to high quality texts, as well as cultural capital. 5. Persistent absence figures have increased since the lockdown as evidenced by attendance data.	2. Ensure all pupils needing additional support for Emotional well-being are identified as soon as possible (See Emotional Health Strategy) 3. Improved Phonics and Early Reading attainment and progress for disadvantaged pupils by the end of EYFS and KS1. 4. Reading in KS2 to show improved attainment in reading comprehension. 5. Improved language skills and vocabulary for all disadvantaged pupils. 6. Improved writing attainment for all disadvantaged pupils by the end of KS2. 7. Improved Mathematics attainment across the whole school and ensure all learning gaps are addressed. 8. Persistent Absence reduced significantly to below 10%

Overall lessons Learnt

During the academic year 2023-2024 recovery continued as a steady pace.

Writing – This needs to be monitored carefully next year and the following need to happen.

- **Embed medium term plans (adapted using Oak Academy) to increase number of texts and ensure greater opportunities for extended writing**
- **Release English Lead to ensure writing is given high profile within the monitoring schedule**
- **Staff training and whole staff moderation to ensure consistency of approach across school**

Attendance – We will continue to monitor attendance with the same systems but introduce regular assemblies with EWO to get the

message to the pupils. Also reintroduce half termly attendance letters. **Emotional Health and Well-Being – Revisit and redevelop Emotional Health Strategy and Graduated Response.**

National Data

Good Level of Development for EYFS

GLD	41%
GLD PP	29%

Phonics

Phonics	65%
Phonics PP	56%

Key Stage 2 data

	NON - PP	PP
Reading	62% (31%)	43% (14%)
Writing	62% (0%)	43% (0%)
Maths	62% (15%)	29% (0%)
EGPS	62% (23%)	43% (0%)
Combined RWM	46% (0%)	14% (0%)

Attendance Data

	Non - PP	PP
2024 - Attendance overall	93%	92.9%
2024 - Persistent Absence	15.8%	27.4%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)