

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to the 2024 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	25% (54 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Biney
Pupil premium lead	Miss Sarah Biney
Governor / Trustee lead	Reverend Patrick Eggleston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,095
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65,095

Part A: Pupil premium strategy plan

Statement of intent

At Bishop John Robinson C of E Primary School, we are very much aware of the common barriers to learning for disadvantaged pupils. To address this, we ensure that our pupil premium pupils are being taught by teachers who deliver a wide-ranging and challenging curriculum. This is designed to develop deeper understanding and joined-up thinking; making each pupil's learning experience exciting. We also provide activities that revise, reinforce as well as stretch and challenge our pupils.

We are mindful that many of our pupil premium children may not have the required support at home, they may have poor receptive and expressive language that may impact on their communication skills, they may lack confidence, exhibit behavioural difficulties and in addition may have issues around attendance and punctuality. There may also be complex family situations that can prevent children from flourishing. As our children and their families have many challenges, it is important that we ensure that our approach includes a variety of effective measures to address their needs.

The ultimate objectives for our pupils who are in receipt of pupil premium:

- to remain vigilant about setting up targeted interventions to ensure that we continue to make significant improvement in closing the gaps of PP children in terms of the progress that they make in school.
- To continue develop our curriculum to ensure high standards of teaching and learning.
- We are well aware that many of the pupils at our school are less likely to have enriching experiences which expose them to knowledge and understanding of the wider world, due to the pressure of finances. Many attractions in and around London are expensive and beyond the reach of many of our families. We want to ensure that our disadvantaged pupils are exposed to the same knowledge and experiences as our other pupils.
- to provide social and emotional support for our pupils via the MyHappyMind programme and the development of Calm Zones at playtimes
- to provide enrichment within and beyond the curriculum through the availability of after-school sports clubs, after-school homework clubs, discounted MFL after-school clubs, external workshops and performances, outdoor learning spaces (Forest School) and the ability to fund experiences that would otherwise be unobtainable.

Challenges

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

Challenge number	Detail of challenge
1	Ensure Quality Teaching: To ensure that our staff are all demonstrating a level of teaching standard that is good or above. There are a number of measures in place to ensure that this happens at BJR on a daily basis – with regular CPD and monitoring

2	PP Pupils Achieve ARE or Beyond: We want to ensure that all our PP pupils achieve at least age-related expectations and there are no gaps between their progress and the progress of other pupils.
3	PP Pupils to Access Range of Enrichment Activities: Our pupil premium children must have access to planned enrichment activities which will expose them to sports and events that they would not otherwise experience.
4	Improve PP Pupil's Cultural Capital: For our pupil premium children to take part in a number of trips to develop their cultural capital and further their knowledge and understanding of the world through hands-on experiences and visits
5	Our PP Pupils have Access to Quality Resources: To ensure that our pupil premium children have access to quality literature and are able to approach reading with confidence and understanding.

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
To ensure that the quality of teaching at BJR is at least good. This will be achieved through the series of measures that are in place. These include professional development and CPD opportunities, regular mentoring, modelling and monitoring.	All monitoring from internal and external audits to outline quality first teaching at all times in all classrooms and groups across the school. Assessment data, pupils work, formal and informal monitoring to provide further evidence that all teaching is at least good across the school. All staff have access to bespoke targeted training, professional development and CPD.
To provide a number of strategies and interventions to enable all PP pupils to achieve an attainment level and sustained progress in line with other pupils at BJR	A clear system of interventions and support packages are in place across the school to ensure that the needs of all pupils are being met. This is constantly under review to highlight any tailored learning which does not address gaps and facilitate rapid progress.
To provide a wide range of extracurricular activities which engage our pupil premium children and ignite passion and interest in areas/activities/sports which they might not have otherwise had access to	There is a range of extracurricular activities timetabled across the year in which our pupil premium children are actively engaged. This provides them with a range of experiences in which they can engage in later life – stimulating interest and discovering unharnessed abilities.
To provide activities that equip our pupil premium children with the critical skills they will need to succeed socially and academically, including improved self-esteem and resilience.	A curriculum that is designed to provide positive images of self with resilience and motivation, creating a culture in which every pupil sees themselves as an achiever who is capable of success in whichever field they seek to enter. PP pupils to be involved in debate and discussion groups which reinforce positive mind-sets

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
A quality program of ambitious CPD rooted in classroom practice to develop the quality of teaching through bespoke targeted training aimed at teachers at all stages of their teaching careers	Develop teachers, middle leaders and senior leaders who are at different stages in their careers – matched to highly effective coaches who will support them to consolidate their performance. Quality professional development for staff – NPQs. Cover provided for staff to improve themselves and their practise.	1,2 and 3
Constantly developing the curriculum and resources to ensure high standards of teaching and learning.	School leaders working with Local Authority Improvement Partners to review school curriculum and resources required. Teachers enriching learning with school trips to introduce topics and/or consolidate learning.	1,2,3,4 and 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention programs designed to accelerate progress and ensure that all pupil premium pupils achieve at ARE or above – diminishing the difference in attainment and progress between PP and non-PP pupils	Using a structured intervention, staff can swiftly close progress or attainment gaps in a key area. Through our close data tracking we can monitor the impact of our support. In order to plan effective and impactful interventions we focus first on the desired outcome and design a measurable bespoke programme of support, which allows us to assess the impact of the programme. We prioritise interventions within the teaching	2

	and learning policy, then they're more likely to have a sustainable impact.	
To raise the attainment of our PP pupils through a book-based curriculum	<p>Where children are familiar with a text and vocabulary, they are confident to use authors' style and language in their own writing pupils are engaged, prepared and knowledgeable about subject they study- it offers them a context and narrative for their new knowledge in lessons.</p> <p>Making quality books available to all children guarantees that children read at home and further develop their vocabulary and knowledge of the world.</p> <p>Listening to children read encourages pupils to read aloud for pleasure. Having rich conversations about text improves comprehension and engagement.</p> <p>Targeting particular pupil premium children for a reading recovery intervention will raise reading skills and self-esteem. The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing.</p>	2 and 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our pupil premium children must have access to planned enrichment activities which will expose them to sports and events that they would not otherwise experience.	<p>The availability of after-school sports clubs, after-school homework clubs, discounted MFL after-school clubs, external workshops and performances, outdoor learning spaces (Forest School) and the ability to fund experiences that would otherwise be unobtainable (class trips to introduce topics and/or consolidate learning)</p> <p>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 extracurricular activities, which could benefit them in later life. Our school's pupil premium strategy sets out to support pupils who may be at a disadvantage in accessing opportunities in relation to their peers because of financial or family circumstances. The school aims to remove barriers to pupil premium students'</p>	4 and 5

	academic achievement and ensure they can participate in the curriculum and enrichment activities at an equal level	
To provide experiences and opportunities for our PP children linked to the curriculum	Educational trips can help develop children's self-esteem, self-confidence, and self-belief. It gives all pupils the chance to experience cultures, respect differences, and develop new friendships with their peers and thus broaden their horizons and knowledge. A school trip can provide students with practical memories and experiences of the subject. These are much easier to recall and give students the chance to deepen their understanding of the subject; as well as giving the pupils an experience of the importance of a subject in the 'real world'.	4 and 5

Total budgeted cost: £ 65,095

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2022-2023, the Pupil Premium Grant was used to support children in developing mental and emotional resilience through behaviour support interventions. The school recorded a reduced number of fixed term exclusions and no permanent exclusions. There has also been a reduction in the number of higher level internal sanctions for poor behaviour choices.

Funding was also allocated to provide booster and top-up interventions for pupils across different year groups: supporting arithmetic and calculation in key stage 2, phonics and letter formation in key stage 1, and gross and fine motor skills in our Early Years provision.

Externally provided programmes

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

Programme	Provider
Mathletics	3P Learning
Reading Eggs	3P Learning
Success for All	Fisher Family Trust

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

n/a

The impact of that spending on service pupil premium eligible pupils

n/a

Further information (optional)

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