

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium 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.

Evidence suggests that pupil premium spending is most effective when used across 3 areas.

1. High-quality teaching, such as staff professional development.
2. Targeted academic support, such as tutoring.
3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

School overview

Detail	Data
School name	Bispham Endowed CE Primary School and Nursery
Number of pupils in school	333 without nursery children 360 inc
Proportion (%) of pupil premium eligible pupils	33.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Sep 2024
Date on which it will be reviewed	Sep 2025
Pupil premium lead	Michelle Warburton
Governor / Trustee lead	Julie Woolford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164 280
Recovery premium funding allocation this academic year	£NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£164 280

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Bispham Endowed C of E Primary school spends the pupil premium funds in a variety of ways using an evidence informed approach. Funding is directed across 3 areas: teaching, targeted support and non-academic issues that impact on success.

Provision and support focusses on providing additional teaching and learning opportunities via experienced teachers, nursery nurses, teaching assistants and other support staff. As a school we help disadvantaged pupils with their attendance, behaviour, social and emotional well-being, to overcome gaps in their learning, help them make improved progress and to raise their standards of attainment. Pupil Premium Guidance states the following:

3 tiers	Approaches that you could implement
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one and small group tuition
	Peer tutoring
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
	Extended school time, including for summer schools
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Breakfast clubs and meal provision
	Communicating with and supporting parents

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language delay in children entering nursery and reception
2	Language development delay may impact on standards
3	RfP children to develop intrinsic motivation to read. Targeted towards those that are disadvantaged in reading
4	Difficulty in concentration in large class groups due to SEN needs or gaps in learning Closing the gap between disadvantaged and non disadvantaged in Maths and English
5	Mental health and well-being decline
6	Nurture area to support soft landings to encourage children to become class ready and lunchtime support for vulnerable groups
7	Financial issues of disadvantaged can impact on the funds available for children to take part in visits etc when children are 'experience' poor
8	Family breakdown/difficulties can require full family support from school
9	Attendance dips due to school refusers and parental/child anxiety
10	Commitment to developing high-quality teaching, for example through professional development and recruitment and retention

Intended outcomes 2024/25

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
Children in nursery and reception will improve C+L skills through the SHINE project. Enhancing C+L through music and storytelling. Involve parents in the process	Measure and assess children on entry to nursery using Welcomm assessments. Utilise PACT measure Compare Baseline entry and exit levels SHINE review outcomes
Deliver SHINE, Embed FLOPPY PHONICS, continue with EKLAN input. To enhance knowledge through speech and language	Staff training in C+L where required to support individuals and small groups. provision in school Teachers and TA's.

specialist support. Staff to receive and be part of training to develop professionally and deliver in these areas.	Learning walks to observe vocabulary use, visual communication aids and EKLAN methods.
Enhance the Home/School 'Reading books' related to the phonics scheme and enhance provision of whole class texts to support English writing curriculum.	Children to embed the use of phonics through reading at home and school. Junior children to be given the opportunity to read whole class novels to encourage love of reading and extend writing outcomes. Individual class texts to be reviewed and updated to broaden and expand reading and writing curriculum.
To improve the selection of books offered in KS2 to ensure breadth and enjoyment of reading which will impact on writing outcomes	Books resourced and purchased through evidence informed research to support our English curriculum offer. Reading audit by Oxford Owls. Take part in the Bradford Writing project.
To improve teaching and learning of maths objectives via white rose maths ensuring differentiation, adaptations and practical resources	Work with white rose maths curriculum and Maths hub to improve outcomes. Monitoring and Observations Shared Teaching and Learning Visits to Maths Mastery Schools
Small group and 1:1 tuition to supplement whole class teaching to ensure children can focus, work as independently as possible and recap/pre teach learning	Intervention hours to provide small group and 1:1 support in KS1 and KS2
Mental health, wellbeing improve to enable children to access lessons and learn Life Education bus to deliver Coram Education PHSE development of co Ordinator Signposting at earliest opportunity for mental health support to our Senior Mental Health First Aiders or to external provider	Provide extra pastoral support x 3 days / week to ensure that 1:1 and small group sessions can address key areas like resilience Time allocated to support children to overcome issues in small group support Time and cost allocated for PHSE CPD
Sessions over lunchtime period for our most disadvantaged and complex needs children providing a high adult:children ratio. This will take place in a more nurturing 'home' model space. Role models and a calm safe space (small groups)	6 staff members to provide 5 x week sessions over lunch to support various children with SEND, neglect and poverty. Improved behaviour and sharing of model expectations encouraging table manners and ideal interactions.
Support disadvantaged pupils/ families so that they are not disadvantaged by supporting the financial elements of worry/concern	Funds set aside to support trips, PGL, uniform, food vouchers etc
Support and advise families with regards to attendance and persistent absence to improve attendance figures	Employ Pupil Welfare Officer to support school with home visits and encourage, advice and support parents 1 day per week

Training for staff in school to aid retention, improve recruitment and share expertise.	Training offered to meet the need of staff and support the desire to improve through CPD opportunities.
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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: £ 13 914.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD as required £800</i>	Teachers and TA's	1-5
<i>EKLAN/Oracy £500</i> <i>Speech and Language support specialist</i> <i>£ 2,264.70</i>	Teachers and TA's Teachers and TA's	2
<i>Mental Health First Aiders/ Supporting SEMH £500</i>	Teachers and TA's	4
<i>Floppy Phonics £500</i>	Teachers and TA	2
<i>Well being training £350</i>	Teachers and TA's	4 5
<i>Developing Middle Leaders £ 1000</i>	Teachers	1-5
<i>Reading, writing, English, Bradford project/phonics £1000</i>	Teachers and TA's	3
<i>SEN conference £350</i>	Teachers and TA's	5
<i>Leadership/teacher curriculum/conference £650</i>		10
<i>NPQ release days 20 days cover @£300 =£6000</i>	Teachers and SLT	10

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

Budgeted cost: £39,330.90

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
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<i>Targeted intervention to close the gaps in KS1 and KS2</i> Establish small group maths and english intervention for disadvantaged pupils falling behind age-related expectations	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.' See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,4	38 weeks of the year 8hr/wk KS1 @ 13.05 £3967.20 38wks/ year Lower KS2 = 6hrs @£13.05 = £ 2975.40 38wks/year Upper Juniors = 8hrs @£13.05 £3967.20 Year 3 EHCP/SEND Needs 38 wks/yr @ £14.13 15hrs/wk = £8054.10
<i>HLTA to support disadvantaged children in maths to support their ability to meet the expected standard at KS2</i>	Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4	£14.65 x 10hr/wk@ 38 weeks £5567
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by AHT,DHT and	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	4	10hrs/ class 13 classes 130hrs/year@ £30/hr = 2 SLT members average £7800

Phase Leaders	Senior members of staff and systems are required to support identification of children who require support		
Pupil progress meetings termly			
Regular monitoring of targeted interventions			
Specialist speech and language support	To provide specialist teaching to improve speech and language outcomes and improve behaviour. Communication is key to understanding children and behaviours displayed.		Communicate £7000
		Total	£39,330.90

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
Pastoral Manager pastoral support and care for those pupils and their families involved in Child Protection Plans, MARAC Plans, Child in Need Plans and Family Support Plans. This person is also the school's Designated Safeguarding Lead, a member of the School Safeguarding Team and works with a wide range of professionals and external agencies who support disadvantaged pupils and their families. This person is also involved in planning, organising and managing the whole school behaviour plan as well as supporting individual pupils with behaviour action plans.	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	4,5,6,7,8	Annual salary £33000

Pastoral support timetable to deliver pastoral groups, nurture, positive play at playtimes, out-door learning, settling children into school in the morning.			Grade D 20hrs/week £16000
Additional member of staff to support the social and emotional development and social interaction of both infant and junior aged pupils through the use of a quiet playtime area at playtimes and lunchtimes. Ensures that pupils are 'ready to learn' in the afternoon.			10hrs/week x38wks @ £13.05 =£4959
Therapeutic services when required to reduce referral waiting time			£1000
Behavioural support including additional Educational Psychologist time Extra 5 days			5 extra days @£4000
Specialist support in addition to what school is able to deliver eg employing outside support delivery of sign language, extra phychologist time, therapy, ipad, resources			£2500
Buy into the SLA Pupil Welfare Service who are responsible for recording, analysing and managing attendance data and supporting families in liaison with the school's policy Pupil Welfare Officer.SLA			£8400 =1 day/week
Year 6 Revision Resources Provide revision books and practice SATs papers for use in school and at home to support pupils preparing for End of Key Stage 2 Assessments. Additional booster/homework support after school			£2000

Access to Educational Visits Enables pupils to participate in a residential educational visit to outdoor activity centre in Year 6. Supports day educational visits to a range of locations when parents/carers are unable to provide the requested contribution to the cost of the visit. Funds some of transport costs (including taxis, minibuses and coaches) for inter-school sporting and other educational activities. Support with Transport Costs Provide taxis to and from school provided for limited time when parents and carers are unable to get pupils to and from school for a variety of reasons. Ensures that these pupils attend school regularly and punctually and access the maximum amount of learning time. Additional Music Provision: Provision of a specialist music teacher to support the teaching of year 4 music of playing a brass instrument. Whole school vocal development Promotes the development of speaking and listening skills and self-confidence and self-esteem. Year 4 opportunity for brass ensemble. Peripatetic Music Lessons Funds the cost of weekly music lessons with specialist peripatetic music			£2500 £3000 £4000
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teachers for pupil premium pupils who may need support Espresso / Mathletics / Easi-Maths / TT Rock Stars / Method Maths / Spelling Shed / SATs Companion / Numbots / Language Angels Enables all ages of pupils to access educational web-sites designed to provide information, games-based homework and revision for a range of subjects and topics and to promote independent learning. These studies and learning activities can be accessed at home and via in-school Study Clubs. Additional Teaching & Learning Resources Provides funding for a range of additional resources for teaching and learning in each phase in school – purchased to support key initiatives in each phase in terms of pupil attainment and progress e.g. for number, writing and mathematics activities in Foundation Stage, Key Stage One and Key Stage Two.			£2000
			£10 000
			£3000

Total £94 359

Total budgeted cost: £ 147 604.60