

# Pupil Premium Strategy Statement, 2024-2025

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.

## School overview

Detail	Data
School name	Bishop King CE Primary
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	26%
Academic years that this pupil premium strategy plan covers	2024 - 2025
Date this statement was published	18.10.24
Date on which it will be reviewed	September 2025 Interim meetings with PP governors 3x a year
Statement authorised by	Hazel Wheatley, Headteacher
Pupil premium lead	Claire Gaskell, Deputy Headteacher
Governor	Colin Wall, Abi Teeder, Anna Thomas

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,113
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,788
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177,901

### Statement of intent

We have adopted a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes, ensure they are supported emotionally and raise expectations of what they can do and achieve. All children are allocated a Pupil Premium champion to ensure this happens on a day-to-day basis.

We aim for all children, irrespective of any disadvantage and starting points, to make good progress and achieve well across the curriculum.

We ensure all our pupils receive high quality first teaching, targeted early interventions, and require further support to close identified gaps in their learning.

## Outcomes from the academic year 2023-2024

### Attainment and Progress data of 'All Pupils' v 'disadvantaged' pupils: July 2024

#### Reception:

Good Level of Development (Overall assessment)	All pupils	PP	Gap
		49%	88% (8/9)

EYFS profile	Physical, Social and Emotional Development	Physical Development	Communication and Language	Literacy	Mathematics
All	86%	86%	61%	49%	58%
PP	88%	88%	88%	88%	88%
Gap	+2%	+2%	+27%	+39%	+30%

Positive impact of EYPP funding

Next steps:

- Communication, vocabulary, literacy and mathematics to be a priority in the Early Years action plan

#### Year 1

Phonics	All pupils	PP	Gap
		68.4%	50%

#### Next steps – now in Year 2:

- Access daily phonics in ability sets
- Daily class practice in the afternoons of identified sounds/ gaps
- 1:1 intervention on identified gaps
- Monitor and assess every 'termlet' to inform fluid groupings and facilitate accelerated progress

#### End of KS1/ Year 2

Percentage of KS1 pupils that met national expectations	All pupils	Pupil Premium	Gap
Reading	54%	27%	-27%
Writing	49%	19%	-30%
Mathematics	49%	19%	-30%
Reading, Writing and Mathematics combined	37%	9% (1/11)	-28%

Progress of pupils with EYFS data:	Reading	82%	100%	+ 18%
	Writing	87%	91%	+4%
	Mathematics	92%	55%	- 37%

#### Next steps – now in Year 3:

- Focussed, weekly interventions for pupils who made less than expected progress in reading, writing and/or mathematics (using EYFS to KS1 data)
- Termly analysis of these 'red' pupils at SMT to monitor the impact of these interventions

### End of Year 4:

Multiplication Tables Check	All pupils	Pupil Premium	Gap
	59%	41% (7/17)	-18%

### Next steps – now in Year 5:

- Monitor and encourage the attendance of PP pupils to after-school 'times tables' club
- Now in Year 5, continue TTRockstars as homework for pupils who do not know their tables

### End of KS2 data/ Year 6 – now at secondary school

Percentage of KS2 (Y6) pupils achieving Expected and above	All pupils	Pupil Premium	Gap
Reading	63%	67%	+4%
Writing	54%	60%	+6%
Mathematics	67%	53%	-14%
Reading, Writing and Mathematics combined	39%	40%	+1%

Percentage of KS2 (Y6) pupils achieving at Greater Depth	All pupils	Pupil Premium	Gap
Reading	14%	10%	-4%
Writing	11%	10%	-1%
Mathematics	14%	10%	-4%
Reading, Writing and Mathematics combined	5%	0%	-5%

Progress of pupils from previous data	All pupils	Pupil Premium	Gap
Reading	90%	86% (6/7)	-4%
Writing	90%	86% (6/7)	-4%
Mathematics	97%	86% (6/7)	-4%

### Next steps:

- Use national QLA to identify gaps and misconceptions, and adapt planning to reflect this
- Focussed, weekly interventions for pupils who made less than expected progress in reading, writing and/or mathematics from KS1 data
- Termly analysis of these 'red' pupils at SMT to monitor the impact of these interventions
- Before and after-school tuition for 'red' pupils and those appearing to be falling behind

### Attendance

	Pupil Premium	All BK pupils	Gap	National
Current academic year to 16.10.24	95.1%	96.1%		96.1%

Persistent absentees	Pupil Premium	All BK pupils	Gap	National
Current academic year to 16.10.24	10.6%	16.1%	-5.5%	

### Next steps:

- Continue to use PP funding for attendance officer
- Continue the robust processes that we already have in school
- Continue to focus on PA pupils by working closely with parents
- Keep parents well informed of the new government legislation, e.g. penalty notices, etc.

## Challenges:

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

Challenge	Detail of challenge
EYFS	Pupils' on-entry baselines (FS1 and FS2) are well below chronological ages At the end of EYFS, gap between national and BK has widened by 9% to 19%. Percentages on track in Literacy and Maths are significantly below national by 21% and 19% respectively. EYFS baselines suggest significantly low outcomes in vocabulary and oracy (8 pupils)
Achievement	KS2 cohort data show GD pupils underachieving/ 'red' progress Current Y2 underachieving/ 'red' progress (3 pupils) Current Y3 has low combined data at the end of KS1 (9%)
EAL	High EAL: 'New Arrivals/New to English' pupils EAL parents unable to fully support their child's learning and homework
Mobility	Very high mobility: particularly 'New to English' mid-year admissions Incoming SEND with very high needs, non-UK, have no paperwork
Safeguarding	High number of safeguarding concerns
Economic	High deprivation, poor housing conditions, few opportunities outside of school\ Lack of capital culture Working poor families and difficult shift patterns
Parental engagement	
Attendance	Persistent absentees to date 16.1%; 'All pupils' is 10.6%

## Intended outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

	<b>Intended outcome</b>	<b>Success criteria</b>
EYFS	Improve outcomes at the end of EYFS for all pupils	Increased reading, writing and maths so that GLD is closer to national, and pupils are Year 1 ready
Achievement	Improve combined data across the school Accelerate the progress of GD pupils	All more able pupils have made expected progress and have achieved GD in reading, writing and/or mathematics – to reflect baseline assessments Increased combined in all year groups
EAL	Source parental support to enable English language acquisition	EAL parents are better equipped to support their child's learning
Mobility	Use data to best knowledge to highlight	Data focussed on progress of long term pupils, e.g. True BK shows good achievement
Safeguarding	Continue to use PPG for safeguarding officer	All safeguarding needs are met and families are well supported.
Economic	Pastoral team continues to be funded with PP grant	Pupils are well cared for in school and parents are supported Pupils are ready to learn Pupils are prepared for the next phase of learning
Parental engagement	Positive relationships with parents Parent curriculum workshops in school Parent workshops; managing your child's behaviour and emotions All year group /subject documentation on the school website Develop links with Lincoln Children's Centre and community family hubs. Weekly Phonics links are emailed to parents. Parent Consultation Evenings	Parents' knowledge is improved as to how they can support their children in the home. Parents impact on pupil achievement
Attendance	Attendance officer continues to be funded with PP grant  Attendance impacts on progress made	Sustained high attendance demonstrated  Overall attendance for all pupils is at least 95% Attendance gap between disadvantaged pupils and their non-disadvantaged peers is narrowed Persistent absence data is in line with national

## Activity in this academic year

Activity SDP Priority 1 and 2	Evidence that supports this approach	Challenges addressed
<ul style="list-style-type: none"> <li>All disadvantaged pupils read to an adult in school at least twice a week</li> </ul>	EEF research	<ul style="list-style-type: none"> <li>Achievement</li> </ul>
<ul style="list-style-type: none"> <li>GD interventions, including before and after school</li> <li>attainment for higher ability PP pupils Reading, Writing and Maths</li> </ul>	<ul style="list-style-type: none"> <li>School data gap</li> <li>Pupil Premium Champions</li> <li>All PP pupils are a focus in termly pupil progress meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement</li> </ul>
<ul style="list-style-type: none"> <li>EYFS and English weekly leadership time to embed vocabulary programmes, including spoken language in the curriculum.</li> <li>English leadership release time to embed key strategies in school, phonics to fluency strategies and to access English Hub resources and CPD.</li> <li>English leadership time to embed strategies in handwriting, spelling and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Better Communication Research programme (2012)</li> <li>LEAD Vocabulary Programme.</li> <li>LEAD Reading Fluency programme</li> <li>English OFSTED report ( March 2024)</li> <li>Ofsted "Telling the Story" guidance ( March 2024)</li> </ul>	<ul style="list-style-type: none"> <li>Achievement</li> </ul>
<ul style="list-style-type: none"> <li>Small groups of UKS2 children to attend a weekly reading and writing club</li> </ul>	<ul style="list-style-type: none"> <li>Small group tutoring before and after school – EEF research</li> </ul>	<ul style="list-style-type: none"> <li>Achievement</li> </ul>
<ul style="list-style-type: none"> <li>Daily phonics leadership time to monitor the implementation of the Read, Write, Inc</li> <li>External moderation of PP children's attainment in Reading and Writing</li> </ul>	<ul style="list-style-type: none"> <li>School / local and national data</li> <li>EEF research:</li> <li>School data gap</li> </ul>	<ul style="list-style-type: none"> <li>Achievement</li> <li>EYFS</li> </ul>
<ul style="list-style-type: none"> <li>Maths leadership release time to focus on school priorities</li> <li>DHT release time to work closely with the Maths lead</li> </ul>	<ul style="list-style-type: none"> <li>EEF research</li> <li>School / local and national data</li> </ul>	<ul style="list-style-type: none"> <li>Achievement</li> <li>EYFS</li> </ul>
<ul style="list-style-type: none"> <li>Identified UKS2 children attend weekly Maths and Writing tuition</li> </ul>	<ul style="list-style-type: none"> <li>EEF research</li> <li>Small group tuition before/after school</li> <li>School data gap</li> </ul>	<ul style="list-style-type: none"> <li>Achievement</li> </ul>
<ul style="list-style-type: none"> <li>External moderation of PP children's attainment in writing and mathematics</li> </ul>	<ul style="list-style-type: none"> <li>EEF research</li> <li>Small group tuition before/after school</li> <li>School data gap</li> </ul>	<ul style="list-style-type: none"> <li>Achievement</li> <li>EYFS</li> </ul>
<ul style="list-style-type: none"> <li>PP lead meet SENDCO: attainment of PP pupils with SEND ( twice a year)</li> </ul>	<ul style="list-style-type: none"> <li>NAHT research</li> </ul>	<ul style="list-style-type: none"> <li>Achievement</li> <li>EYFS</li> </ul>

Budgeted cost: £50,985

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

Activity SDP Priority 1 and 2	Evidence that supports this approach	Challenges addressed
<ul style="list-style-type: none"> <li>• Daily Phonics interventions</li> <li>• Daily phonics leadership time</li> <li>• Parent meeting</li> <li>• Year Ahead meetings</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research</li> <li>• Phonics assessments and previous outcomes</li> <li>• LEAD EQUATE</li> <li>• Read, Write Inc scheme</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS</li> <li>• Achievement</li> <li>• Parental engagement</li> </ul>
<ul style="list-style-type: none"> <li>• Welcomm project - EYFS</li> <li>• Word Aware project – Y2</li> </ul>	<ul style="list-style-type: none"> <li>• Ofsted</li> <li>• LEAD EQUATE</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS</li> <li>• Achievement</li> </ul>
<ul style="list-style-type: none"> <li>• School-led interventions in Reading, Writing and Maths across the school for 'red' progress pupils/ Pupil Premium</li> <li>• Times table groups: Years 3 and 4 weekly</li> <li>• Identified pupils to attend a GD Maths club - Year 2 in Spring term 2025</li> <li>• Afterschool club for Years 3 and 4: Times Tables</li> <li>• Year 6: tutoring for 2x PLAC pupils in reading</li> <li>• 'Aim High' days: writing and mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research</li> <li>• Monitoring of impact in school</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement</li> </ul>
<ul style="list-style-type: none"> <li>• All disadvantaged pupils read to adults twice a week and are included in the reading incentive scheme</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research</li> <li>• Pupil premium champions – school data</li> <li>• Monitoring of impact in school</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement</li> <li>• EYFS</li> </ul>

Budgeted cost: £47,000

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

Budgeted cost: **£79,916**

Activity	Evidence that supports this approach	Challenges addressed
<ul style="list-style-type: none"> <li>• Staff training on managing pupil behaviour and well - being/ emotional health</li> <li>• Inclusion lead supporting small class groups in core subjects.</li> <li>• Daily pupil check-ins</li> <li>• Referrals to the Inclusion lead for individual / small group work required to meet pupil's emotional well-being needs and behaviour.</li> <li>• Pupils to attend daily Lunch time Lounge to support social and emotional needs</li> <li>• Pupils to attend Listening, Linking and Learning for behaviour restorative practice.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research and the impact from COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• EAL</li> <li>• Achievement</li> <li>• Economic</li> <li>• Parental engagement</li> <li>• Attendance</li> </ul>
<ul style="list-style-type: none"> <li>• All safeguarding concerns are acted on promptly and families receive appropriate support, including multi agencies.</li> <li>• Non- contact time for designated teacher to monitor PLAC passports and learning outcomes.</li> <li>• Designated teacher to meet with PLAC parents/ carers</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• EAL</li> <li>• Achievement</li> <li>• Economic</li> <li>• Parental engagement</li> <li>• Attendance</li> </ul>
<ul style="list-style-type: none"> <li>• School visits subsidised</li> <li>• Support with uniform</li> <li>• Breakfast club, sports clubs, extra- curricular activities and music lessons</li> <li>• EYFS receive free milk daily</li> <li>• All KS1 PP children receive free milk</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• EAL</li> <li>• Achievement</li> <li>• Economic</li> <li>• Parental engagement</li> <li>• Attendance</li> </ul>
<ul style="list-style-type: none"> <li>• Attendance officer to: <ul style="list-style-type: none"> <li>○ support families, home visits, telephone calls,</li> <li>○ monitor punctuality and persistent absentees</li> <li>○ panel meetings</li> </ul> </li> <li>• Purchase alarm clocks for families,</li> <li>• Attendance incentives</li> <li>• Regular meetings with families</li> <li>• Meet with PP lead once a term</li> </ul>	<ul style="list-style-type: none"> <li>• School monitoring indicates pupil attendance and engagement in wider strategies impacts on pupil performance and success in school</li> <li>• EEF research</li> <li>• NAHT national research</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• EAL</li> <li>• Achievement</li> <li>• Economic</li> <li>• Parental engagement</li> <li>• Attendance</li> </ul>
<ul style="list-style-type: none"> <li>• Parent workshops for managing pupils' emotional and behavioural needs at home.</li> <li>• Develop positive links with Lincoln Children's Centres and community hubs.</li> <li>• Support for pupils to complete weekly homework in school</li> </ul>	<ul style="list-style-type: none"> <li>• NAHT national research</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Achievement</li> <li>• Economic</li> <li>• Parental engagement</li> <li>• Attendance</li> </ul>
<ul style="list-style-type: none"> <li>• SENDCO and Pupil Premium lead to meet twice a year to discuss the attainment and progress, including meeting needs for disadvantaged pupils with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• NAHT</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Achievement</li> <li>• Economic</li> <li>• Parental engagement</li> </ul>

**Total budgeted cost: £79,916 + £50,985 + £47,000**