

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Bishop Harvey Goodwin School
Number of pupils in school	163 +2N
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Heather Conroy
Pupil premium lead	Sarah Nuttall
Governor / Trustee lead	Janette Nugent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-23 £115,620 Number of Pupils : 82 2023/24 predicted 92 with £129,470 funding 2024/25 predicted 92 with £129,470 funding
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£129,470

Part A: Pupil premium strategy plan Statement of intent

'Bonum Vincit Et Amour Dei' Good Wins Within the Love of God

The Bishop Harvey Goodwin School's intent for our Pupil Premium Strategy is to live out our school vision of aspiration, love and inclusion. We have high aspirations for all by removing barriers and narrowing gaps in learning. This enables those pupils who start to fall behind to 'Keep up' with their peers. We take a whole child approach. In our context and setting these barriers have been caused by long term disadvantage. The barriers have been further entrenched by the pandemic and its ongoing fall out on our community as well as the cost of living crisis.

We approach our Pupil Premium Strategy via three strands. We ensure we use and action high quality research including recommendations from EEF. We keep the development of the whole child at the fore. The three strands are;

- Quality First Teaching for all our staff, teachers and teaching assistants
- Targeted Interventions
- Wider strategies for developing and supporting the whole child and their families

This Pupil Premium Strategy sits alongside our School Improvement Plans, Action Plans and Monitoring and Evaluating documentation. As referenced in these plans there is a strong focus in attainment and progress in key skills, developing teacher subject knowledge and ensuring the welfare and personal development of our pupils.

Whole School %	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Y Rec
55%	67%	57%	61%	35%	65%	33%	Not yet known

Challenges

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

Challenge number	Detail of challenge
1	Improve phonics particularly in Foundation, Year 1 and 2
2	Improve reading skills to enhance fluency and comprehension particularly in Year 2,3,4,5 and 6
3	Improve writing skills using Talk for Writing across the whole school
4	To ensure high quality teaching and interventions through professional development
5	To continue to support social, emotional and mental health, safeguarding, attendance and other barriers such as confidence and resilience
6	To work closely with families to raise aspirations and develop parenting skills



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
<p><u>High Quality Teaching</u></p> <ol style="list-style-type: none"> 1. Develop high-quality first teaching, effective assessment and appropriate curriculum which responds to pupil needs 2. Professional Development on evidence-based approaches in phonics, reading fluency and comprehension and writing 3. Mentoring and coaching for subject leadership 	<p>Outcomes July 2024 show accelerated progress PP outcomes in phonics, reading and writing from starting points September 2023</p> <ul style="list-style-type: none"> • Y1 Phonic Check • Y2 Catch Up phonics • KS1 Reading and writing TA • KS2 Reading SAT and writing <p>Effective phonic/reading/writing teaching across the whole school.</p>
<p><u>Targeted Academic Support</u></p> <ol style="list-style-type: none"> 4. Interventions that support phonics, reading fluency and comprehension and writing 5. Activity and resources to meet the specific needs of disadvantaged pupils with SEND 6. Teaching Assistant deployment and interventions in phonics, reading fluency and comprehension and SEND 7. 1-1 and small group tuition for phonics, reading fluency and comprehension, writing and SEND 	<p>Outcomes at all assessments points July 2024 show accelerated progress in phonics, reading and writing from starting points September 2023 for Key Improver identified groups and SEND PP (see above)</p> <p>Successful implementation and appropriate interventions selected, well matched to pupil identified groups of Key Improvers and SEND and tracked in detail from entry and exit points.</p> <p>High quality professional development for TAs in interventions for phonics, reading and writing.</p> <p>Implementation of Interventions focuses on FS and KS1 in order for pupils to 'Keep up' with peers,</p>

<p>Wider Strategies</p> <p>8. Supporting pupils' social, emotional and behavioural needs</p> <p>9. Supporting attendance</p> <p>10. Communicating with and supporting parents</p> <p>11. Supporting families with Child Protection starting at Early Help and moving through to CP plans</p>	<p>Positive attitudes to learning and school, pupils able to self-regulate and access learning in its widest sense.</p> <p>PP attendance gap closes from 2023 with a particular focus on EYFS and Key Stage 1</p> <p>Parents of PP pupils are actively engaged in school events and actively able to support their children's learning.</p>
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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 – Improving Quality First Teaching Budgeted cost: £50,000

Activity	Challenge addressed	Evidence that supports this approach
<p>Phonic CPD and whole staff development</p> <p>All staff to take part in live coaching with Orgill lead and ZS Literacy Lead (Teachers and TAs) across the year.</p> <p>Development of speech and language as part of class provision- develop tier vocabulary</p> <p>Year 2 Orgill SLT/ Phonic Leader to attend Orgill Hub CPD /audit leadership days</p> <p>Phonic Leader to be lead practitioner, train as Orgill Literacy Leader and support staff in peer teaching and observation coaching across the year (Teacher and TAs) in our school and across the county.</p> <p>Staff to attend Phonic Pupil Progress meetings half termly and be active in phonic tracker analysis and keep up groups.</p> <p>Staff to have CPD on strategies to engage parents and help them support their child's reading.</p> <p>TA deliver Phonic groups</p>	<p>1,4</p>	<p>EET 'Effective Professional Development'</p> <ul style="list-style-type: none"> When designing and selecting professional development, focus on the mechanisms Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice Implement professional development programmes with care, taking into the consideration with the context and needs of the school <p>EEF 'Improving Literacy in Key Stage 1'</p> <ul style="list-style-type: none"> Develop pupils' speaking and listening skills and wider understanding of language Effectively implement a systematic phonics programme Teach pupils to use strategies for developing and monitoring their reading comprehension Teach pupils to use strategies for planning and monitoring their writing Use high quality information about pupils' current capabilities to select the best next steps for teaching.
<p>Reading Fluency and Comprehension Skills</p> <p>All staff to attend moderation on progression in comprehension and effective meta-cognition strategies for their year group.</p> <p>Key Stage Two staff to attend ongoing CPD with LBQ/Shine for reading comprehension.</p>	<p>2,4</p>	<p>EEF 'Improving Literacy in Key Stage 2'</p> <ul style="list-style-type: none"> Develop Pupil's language capabilities Support pupils to develop fluent reading capabilities

<p>Year 6 teachers to use Reciprocal Reading approaches.</p> <p>All staff to attend Accelerator Reading Training as required.</p> <p>Whole school moderation sessions x 2 yearly and CASPA x2 yearly</p> <p>TA deliver bottom 20% reading provision – see map.</p>		<ul style="list-style-type: none"> • Teach reading comprehension strategies through modelling and supported practice • Teach writing composition strategies through modelling and support practice • Target teaching and support by accurately assessing pupil needs
<p>Ensure all relevant staff in Year 4,5,6 have high quality CPD and resources to deliver reading for understanding effectively.</p>	2,4	<p>EEF 'Metacognition and Self-Regulated Learning'</p> <ul style="list-style-type: none"> • Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge • Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning
<p><u>Whole School Writing approach 'Talk for Writing'</u></p> <p>Sue Cove Talk for Writing Consultant x 3 hours for SLT to create long term non – fiction map 20.7.23</p> <p>Sue Cove Talk for Writing Consultant to lead July 2023 Talk for Writing Non fiction Day and 3 additional days across the year.</p> <p>Writing moderation in KS, whole school x 2 annually and CASPA schools x 2 annually</p> <p>Opportunity for teachers to access Pie Corbett Talk for Writing videos, reading, website and planning.</p>	3,4	<p>EEF 'Teacher Feedback to Improve Pupil Learning'</p> <ul style="list-style-type: none"> • Deliver appropriately timed feedback that focuses on moving the learning forward • Carefully consider how to use purposeful written and verbal feedback • Design a school feedback policy that priorities and exemplifies the principles of effective feedback
<p><u>CPD</u></p> <p>Teachers to have sound skills in pedagogy via EEF 'Great Teaching Tool kit' to effectively plan sequences of lessons to match need.</p> <p>All staff to have access to the National College for CPD for an additional year.</p> <p>Teachers to visit CASPA schools to develop curriculum expertise.</p> <p>CPD x 2 staff meetings across year on PP agenda and removing barriers.</p> <p>Wellbeing / mental health CPD led by CC and school MHST to ensure that staff are able to support children effectively.</p>	4	
<p><u>Assessment and Feedback</u></p>	4	

Teachers to have CPD and training regarding effective formative, summative assessment and marking/feedback to pupils so pupils are fully aware of their next steps.		
Revisit of formative assessment for foundation stage subjects and in Science for Working scientifically6.		

Targeted academic support

Budgeted cost: £30,000

Activity	Challenge addressed	Evidence that supports this approach
<p>Phonic Interventions</p> <p>SLT/ Phonic/T and TA half termly phonic tracker and groupings to add in early 'Keep Up' Interventions</p> <p>Phonic Interventions delivered via HR daily</p>	1, 4	<p>EEF 'Making Best Use of Teaching Assistants'</p> <ul style="list-style-type: none"> Use TAs to deliver high quality 1-1 and small group support using structured interventions Adopt evidence-based interventions to support TAs in their small group and 1-1 instruction
<p>Reading Fluency and Comprehension Interventions</p> <p>Implement new fluency approach for bottom 20% as recommended by Orgill</p> <p>Metacognitive strategies to be implemented for targeted pupils</p>	2, 4	<p>EEF 'Improving Literacy in KS1'</p> <ul style="list-style-type: none"> Use high quality structured interventions to help pupils who are struggling in their literacy <p>EEF 'Improving Literacy in KS 2'</p> <ul style="list-style-type: none"> Develop Pupil's language capabilities Teach reading comprehension strategies through modelling and supported practice Target teaching and support by accurately assessing pupils needs <p>Use high quality structured interventions to help pupils who are struggling with their literacy</p>

Wider strategies - attendance, safeguarding, wellbeing

Budgeted cost: £50,000

Activity	Challenge number(s) addressed	Evidence that supports this approach
Support parents on attendance especially persistent absence (first day absence, attendance panel, attendance officer.	5,6	EEF 'Working with parents to support children's learning'

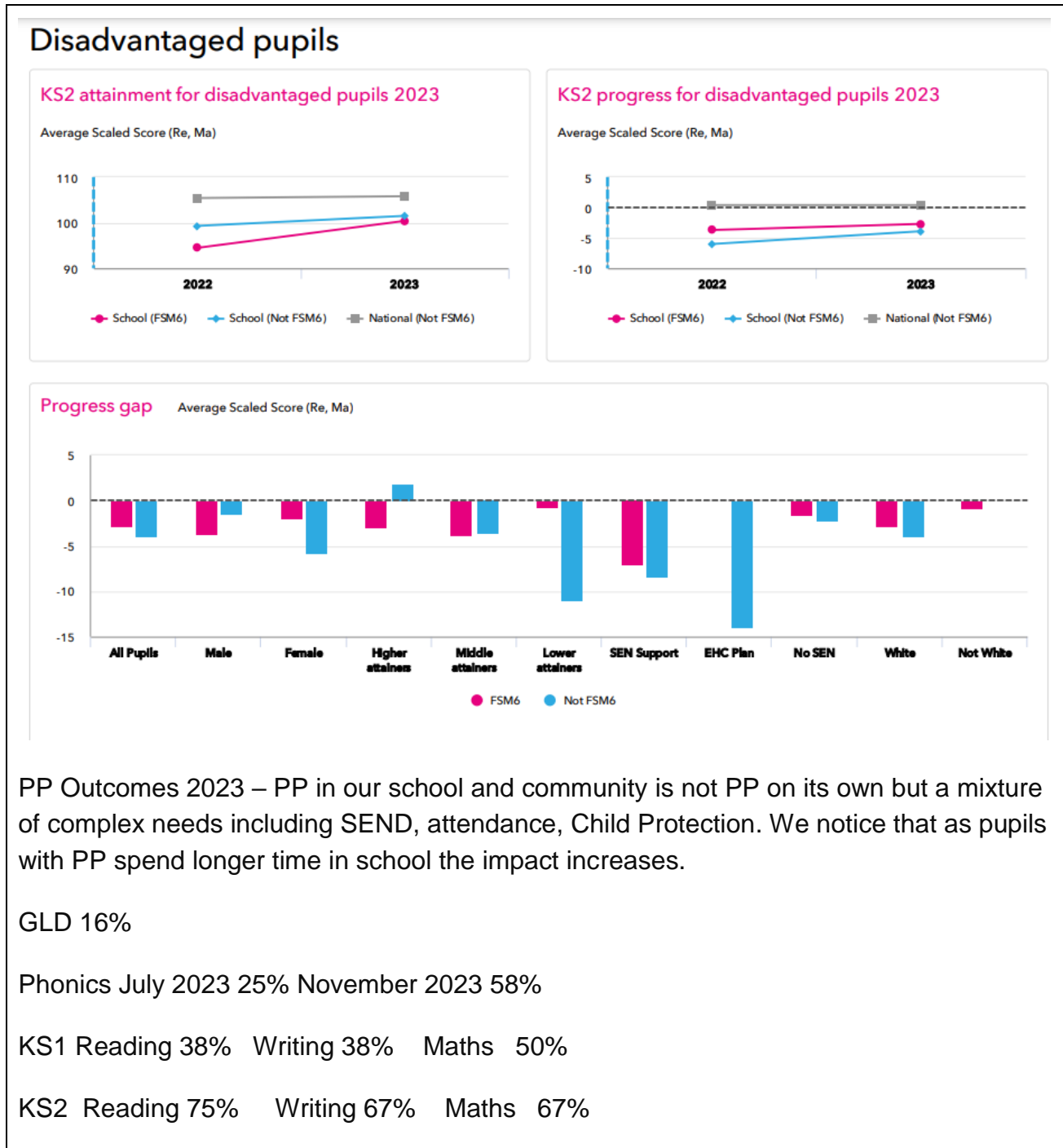
Ensure provision in school removes complex barriers in families through all levels of Child Protection	5,6	<ul style="list-style-type: none"> • Offer more sustained and intensive support where needed
Raise confidence, self-esteem, self-regulation, positive relationships and behaviour x 5 hours per week	5,6	
Additional STA support in EYFS and Key Stage 1 for support in behaviour, self-regulation, supporting parents targeted to PP to work alongside parents for consistent strategies and external help	5,6	
Financial/ food support such as trips, lunch, bagel bar, visitors to allow equity.	5,6	

Total cost: £ 130,000

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.



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
Accelerated Reader	Renaissance
Reciprocal Reading	DFE FFT Accelerator Funding Programme
Phonics	Song of Sounds
Orgill	Literacy Hub – DfE funded
Talk for Writing	Pie Corbett
Target Tracker	Target Tracker
Learning by Questions/Shine Project	Learning by Questions
Jigsaw	Jigsaw
Charanga	Charanga

Further information (optional)

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