



The Bishops' C of E Learning Academy mid-year review of impact of Pupil Premium strategy

The mid-year review provides an opportunity for school leaders to reflect on which aspects have been successful in the spending of the Pupil Premium allocation halfway through the academic year 2017-18. This allows us to consider which aspects to continue, which to amend and which require improvement.

Chosen strategies in order of impact (List strategies in order of the impact they are having with strongest first)	New or existing strategy (N or E)	Evidence of impact since September 2017 and actions now required (Provide both qualitative and quantitative evidence)
Use of 1:1 and small group work as part of our Read, Write, Inc. provision across EYFS and KS1, and a small group of KS2 children, together with regular RWI assessment and phonics screening practice.	E	RWI interventions have had a moderate to strong impact since September 2017, and mock Y1 screening results show most children making good progress eg. 75% of Year 1 pupils are working within the expected colour band. We are now increasing the allocation of time for 1:1 and small group targeted sessions with a teacher now delivering them three days a week.
Nurture Breakfast Club and a Nurture Lunch Club.	Breakfast Nurture is a new strategy. Lunch Nurture	All our Nurture Clubs have had a high impact. Children attending them have been supported to make the transition to lessons in a calm, settled way. Lunch times have been successful with fewer incidents and pupils supported to make good choices. We need to continue with this approach, reviewing pupil participation regularly.

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We are spending money on a Pastoral Support Worker supporting families of PPG children ensuring they are accessing appropriate support.	E	The provision of a Pastoral Support Worker has had a high impact. Many pupils and their families have been supported and benefitted from our Pastoral Worker's knowledge, skills and ability to find the right support for their particular needs. This has meant that pupils are more ready to engage with their learning.
<p>We are allocating resources to provide high curriculum enrichment, including a trip to London so that the children have a wide variety of experiences to draw upon to improve their learning, self- esteem and confidence. These also provide opportunities for the children to see the wider world beyond their immediate community.</p> <p>We are providing access to adventure education activities, such as Lake Learning at Trenance.</p>	E	<p>We have made a start on developing exciting curricular and extra-curricular opportunities. The effect of this may take more time as more events take place. Our immersive days to start off a new topic have just been implemented, and this needs to continue.</p> <p>Over the next half of the year we have already arranged for pupils to visit the theatre for a musical concert, and are hoping to take the school to the Royal Cornwall Show, as well as residential trips planned for Year 5, Year 6 and Year 2, and ongoing termly trips for each class.</p> <p>Members of our School Council took part in a royal visit and are also now in the process of setting up a collection for the local foodbank. Some of our Year 6 boys have taken part in Lake Learning.</p> <p>We have started to monitor the attendance at clubs of our pupil premium children. Last term 56% of them attended a club. School Council led on asking which clubs pupils would like and this information supported decisions for this term. We will be analysing participation this term to compare.</p> <p>We also have prefects and a Head Boy and Head Girl, many of whom are eligible for pupil premium.</p>

		These strategies appear to be developing self-esteem, with the pupils helpful and confident around school.
<p>Additional support during lunchtimes, playtimes and before school, and adult support for vulnerable children during clubs. We are spending on this extra provision during these times.</p> <p>We also provide a free before school provision for PPG pupils so that their families can have a safe place to leave their children if they need to go to work.</p>	E	<p>Providing extra adult provision for clubs has made a big difference to a small number of pupils, enabling access and participation to improve, and relationships to develop.</p> <p>Our free provision for PPG pupils at the breakfast club has helped parents get to work on time, secure in the knowledge that their children are safe, engaged and ready for the school day.</p>
<p>We are holding RWI and Maths meetings for parents so they can see how to support their children at home. We will also be encouraging parents to hear readers and help out on school trips to involve them in the broader life of the school. All teachers hold half-termly learning cafes and a meet the teacher session at the beginning of the year.</p>	E	<p>Parental engagement has improved this year. Many parents have volunteered at school events including 'Decorating Day'. They have also attended information sessions on Read, Write Inc. and further parent meetings are planned across the school.</p> <p>We need to continue to develop parental engagement, so that we can build upon our good relationships and work in strong partnership.</p>

Provide additional ICT resources to enhance the curriculum	N	Use of the new google chrome books, both within ICT and in other subjects has had a positive impact on pupil engagement and development of skills. All year groups have completed their introductory sessions and in some classes the chrome books are being used very effectively. We now need to share good practice across the school.
Bespoke provision for individuals and groups of children with specific needs, relating to targets on their Support Plans. Care Plans to be followed.	E	We have provided 1:1 support for a number of pupils with specific needs, and small group work. The impact of this has been moderate to strong. The SENCo is supporting bespoke provision. We have also restructured our support staff and this has made support more consistent for pupils. We need to apply for EHCPs in order to formalise support and access any funding possible.
Maths Coordinator is introducing a daily practice on tables and calculation skills. Will also be leading training and will be part of the regional Maths Hub with alongside another colleague.	N	Recent Maths assessments indicate an improving picture of attainment regarding tables and calculation skills. For example in Year Two 66% of the pupils eligible for pupil premium made significant progress in the new Times Tables Rockstars assessment. The Maths Lead is continuing to work alongside colleagues in the Maths Hub and will shortly be visiting a school to see Shanghai Maths in action.
We are developing a more consistent approach to the teaching of Writing. We will be providing high quality CPD for staff to improve teaching and learning. This will involve visiting other schools to look at best practice and targeted training and master classes.	E	Our previous English Lead worked with other members of the Trust to develop our approach to Writing in order to ensure teaching and learning is skills based. Over the last term and a half teachers have followed this new system and there has been an improvement in pupil awareness of their targets and editing ability. Whilst the data indicates that the percentage of pupils working at the expected level is lower for pupils eligible for pupil premium than their peers, in half of the year groups they are making more progress than non-pupil premium pupils. Our new English lead has now taken over and will be looking to see what steps now need to take place over the coming weeks.

<p>We are providing an additional teacher to support targeted intervention</p>	<p>N</p>	<p>Year 6 are benefitting from the support of an additional teacher for three afternoons a week. Individuals and small groups take part in specific target-driven sessions. Mock SATs have shown pupils making progress.</p> <p>We need to ensure that the sessions focus on precise skills needed, and that the groups change depending on need. The Year 6 teacher is in the process of doing a 'gaps analysis.'</p> <p>Further SATs practice will identify whether gaps have been plugged, resulting in pupils able to show increased skills and knowledge.</p>
<p>Attendance will be monitored weekly. Good rates of attendance will be celebrated. Systems of monitoring and recording attendance will be updated</p>	<p>N</p>	<p>More rigorous monitoring of attendance has resulted in a moderate impact. The attendance percentage for our pupil premium children stands at 95.3%, compared to 95.1% last year. Parents have been contacted regarding low attendance and also received information about the effect of low attendance rates. A new computer system is in place and this enables SLT to see which years/groups/individuals need to increase their attendance. A reward system has also been introduced for 100% attendance.</p> <p>It is hoped that over time this rigorous strategy will have a greater impact.</p>
<p>Hiring of an on-site Speech and Language specialist to assess any child with language difficulties and providing support throughout their time at The Bishops'.</p>	<p>E</p>	<p>Children who have been reviewed have met their targets thanks to input from the speech and language therapist and daily speech and language input by a TA. Some have been discharged and others have new targets identified to work on this half term. This speech and language support has impacted positively on their phonological awareness and therefore their progress in English. This has also impacted positively on their happiness and well-being in school.</p>
<p>We are improving reading resources and approaches across the whole school so that PPG children are able to develop higher order reading skills.</p>	<p>E</p>	<p>Our new whole class guided reading approach is enabling children to access a broader range of vocabulary and plot. Data shows at the present time the strategy has not impacted significantly on reading results, but this is a change that will take longer to have an effect.</p> <p>Teacher feedback suggests that KS2 pupils who find reading tricky need to consolidate their fluency in reading.</p>

		We now need to monitor the impact this is having on reading comprehension results in particular. Year 2 are also now focussing on their guided reading, with extra sessions in the afternoon to improve resilience for longer pieces of text.
Action research project to study the effect on learners of having the motivation of contributing to a quality published book.	N	Pupils responded well to seeing stories in published format; they were amazed to see a book written by children from The Bishops'. One of the major benefits was for adults to see this effect, highlighting the benefits of high self-esteem and belief, and giving a new idea to consider.
Talk Boost and Phonological Awareness interventions to ensure any language gaps are shortened as early as possible for all pupils.	E	The impact of these language interventions is limited at the moment. We need to ensure the regularity of the sessions.
We are spending money on the services of a play therapist to support a number of children with their emotional well-being.	N	The provision of a play therapist is relatively recent and impact cannot be reviewed at this time.

Anonymised success story

Child A in KS1 has benefitted from many of the above strategies. He has taken part in additional RWI boosters and as a result has significantly improved scores during mock phonics screening, now inline to reach the threshold. In addition the provision at Nurture Club has enabled happy, successful playtimes, which has meant that he has been ready for learning during lesson time. As a result of this he has made excellent progress in Reading, Writing and Maths, is happier, more settled and confident.

Mid-year reflections (senior leaders)

Some of our strategies have had a significant effect on individual pupils. As yet these are not being transferred to the overall school results holistically. It is hoped many of the strategies will make a difference over time as their impact is cumulative. Staff have recognised the importance of self-belief and aspiration and this is a priority for the school, building on relationships to encourage and support. The relaunch of positive growth mindset will also support pupils in their learning behaviours.

Mid-year reflections (governors/trustees)

I have welcomed the opportunity to meet with our Head of School and Assistant Head teacher to review the progress of pupil premium children. Two other governors attended this meeting to ensure that the knowledge and information is shared. We have another meeting in the diary so that progress can be continually reviewed. Some of the strategies contained in this document were discussed. It is important that there is a heightened awareness of the LAB with regard to the progress of the pupil premium children and I will ensure that this mid term review is brought to their attention.

It is pleasing to note that there is a renewed emphasis on attendance with detailed monitoring of the patterns of attendance and the involvement of parents to improve attendance where necessary.

At our meeting, Governors were particularly impressed with the strategy involving action research into high quality writing followed by the publication of a very professional looking book. Governors expressed the hope that all of the writers would be presented with their own copy so that their skill and hard work could be publicly acknowledged.

Other strategies outlined in this document to improve self esteem and self worth are those relating to ensuring that pupil premium children are appropriately represented in positions of responsibility such as the school council and school prefects.

I think that the various nurture clubs have enabled the participants to be ready to learn and have reduced the negative experiences that they may have experienced.

I look forward to seeing the review of our pupil premium strategy at the end of the academic term and would expect to see continued progress. Thank you to all of the school and TLAT staff for their perseverance and hard work on behalf of the children.