

Pupil premium strategy statement

The Bishops' C of E and RC Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	10.8%
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)	2025-28
Date this statement was published	March 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Greg Waters
Pupil premium lead	Greg Waters
Governor / Trustee lead	Rob Higgs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,464
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,947
Total budget for this academic year	£97,411

Part A: Pupil premium strategy plan

Statement of intent

Our Aspirations

We aspire to be a school where all pupils thrive, believe in themselves and grow in the confidence that they can achieve despite the barriers that may be in their way.

We aspire to be a school where every child and every family is welcomed and fully included, able to participate in all the activities the school provides and making the most of all the opportunities.

We aspire to be a school, which prioritises the wellbeing and the education of our disadvantaged pupils without labelling them or distinguishing them in any way, which could undermine their confidence.

We aspire to be a school where our motto can apply to our disadvantaged pupils just as much as to all pupils: *'Live fully, Laugh often, Learn deeply, Love as God loves you...and let your Light shine!'*

How does our current pupil premium strategy plan work towards achieving those objectives?

The key principles for The Bishops' are Inclusion, Support, Opportunity and Provision

Inclusion and Opportunities - The commitment to **inclusion** means that all disadvantaged pupils are able to make the most of all the **opportunities** offered at Bishops' - to attend clubs, trips, residential, the wrap-around care of Little Fingers, individual music lessons and any other activities provided by the school. This means they belong as fully as possible to the community. Our work with Aquinas underpins a consistent approach to attendance.

Support - Putting the mental health needs of the children first through the counselling, mentoring and the work of our full time Pastoral Lead means that we are tending to the foundational needs of our community. Meeting basic needs means that the educators can meet academic needs.

Provision - The range of interventions then provides for the learning – especially this year in enhanced Speech and Language provision for our FS pupils (which also feeds into increased provision for all pupils who need it), and in tutoring for disadvantaged pupils and those we feel are underachieving especially in the light of the impact of the pandemic.

Challenges

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

Challenge number	Detail of challenge																																																																																																																
1	<p>Many PP pupils tend to achieve less well than their non-disadvantaged peers. Raw attainment data shows that PP pupils are performing at a significantly lower rate than ‘all pupils’, despite often making progress that is as good as their peers. These % are for those pupils reaching ‘expected’ year group levels last year.</p> <p style="text-align: center;"><u>Attainment of PP in comparison to all children</u> <u>July 2023 to July 2024</u> <i>(% of children working at the year group standard)</i></p> <table><tr><th></th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th></tr><tr><th></th><th>All pupils</th><th>PP</th><th>All pupils</th><th>PP</th><th>All pupils</th><th>PP</th></tr><tr><td>Year 1</td><td>63%</td><td>57%</td><td>48%</td><td>29%</td><td>58%</td><td>57%</td></tr><tr><td>Year 2</td><td>75%</td><td>80%</td><td>53%</td><td>20%</td><td>73%</td><td>60%</td></tr><tr><td>Year 3</td><td>66%</td><td>50%</td><td>43%</td><td>17%</td><td>74%</td><td>67%</td></tr><tr><td>Year 4</td><td>69%</td><td>50%</td><td>46%</td><td>30%</td><td>74%</td><td>80%</td></tr><tr><td>Year 5</td><td>88%</td><td>78%</td><td>72%</td><td>56%</td><td>82%</td><td>67%</td></tr><tr><td>Year 6 (Teacher assessment not SATS)</td><td>85%</td><td>60%</td><td>83%</td><td>50%</td><td>77%</td><td>50%</td></tr></table> <p style="text-align: center;"><u>Progress of PP in comparison to all children</u> <u>July 2023 to July 2024</u></p> <table><tr><th></th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th></tr><tr><th></th><th>All pupils</th><th>PP</th><th>All pupils</th><th>PP</th><th>All pupils</th><th>PP</th></tr><tr><td>Yr 1 *</td><td>2.6</td><td>2.2(5)</td><td>2.2</td><td>2.2(5)</td><td>2.6</td><td>2.6(5)</td></tr><tr><td>Yr 2</td><td>5.6</td><td>4.8(5)</td><td>5.6</td><td>4.6(5)</td><td>5.9</td><td>6.0(5)</td></tr><tr><td>Yr 3</td><td>5.5</td><td>4.5(6)</td><td>5.1</td><td>4.7(6)</td><td>5.8</td><td>5.0(6)</td></tr><tr><td>Yr 4</td><td>6.1</td><td>6.3(10)</td><td>5.7</td><td>5.1(10)</td><td>6.3</td><td>6.5(10)</td></tr><tr><td>Yr 5</td><td>6.3</td><td>7.0(9)</td><td>6.6</td><td>7.3(9)</td><td>6.2</td><td>6.2(9)</td></tr><tr><td>Yr 6</td><td>6.1</td><td>5.1(10)</td><td>6.6</td><td>7.1(10)</td><td>5.2</td><td>4.3(10)</td></tr></table> <p style="text-align: center;">*Year 1 data taken from November 2023 –July 2024</p>		Reading		Writing		Maths			All pupils	PP	All pupils	PP	All pupils	PP	Year 1	63%	57%	48%	29%	58%	57%	Year 2	75%	80%	53%	20%	73%	60%	Year 3	66%	50%	43%	17%	74%	67%	Year 4	69%	50%	46%	30%	74%	80%	Year 5	88%	78%	72%	56%	82%	67%	Year 6 (Teacher assessment not SATS)	85%	60%	83%	50%	77%	50%		Reading		Writing		Maths			All pupils	PP	All pupils	PP	All pupils	PP	Yr 1 *	2.6	2.2(5)	2.2	2.2(5)	2.6	2.6(5)	Yr 2	5.6	4.8(5)	5.6	4.6(5)	5.9	6.0(5)	Yr 3	5.5	4.5(6)	5.1	4.7(6)	5.8	5.0(6)	Yr 4	6.1	6.3(10)	5.7	5.1(10)	6.3	6.5(10)	Yr 5	6.3	7.0(9)	6.6	7.3(9)	6.2	6.2(9)	Yr 6	6.1	5.1(10)	6.6	7.1(10)	5.2	4.3(10)
	Reading		Writing		Maths																																																																																																												
	All pupils	PP	All pupils	PP	All pupils	PP																																																																																																											
Year 1	63%	57%	48%	29%	58%	57%																																																																																																											
Year 2	75%	80%	53%	20%	73%	60%																																																																																																											
Year 3	66%	50%	43%	17%	74%	67%																																																																																																											
Year 4	69%	50%	46%	30%	74%	80%																																																																																																											
Year 5	88%	78%	72%	56%	82%	67%																																																																																																											
Year 6 (Teacher assessment not SATS)	85%	60%	83%	50%	77%	50%																																																																																																											
	Reading		Writing		Maths																																																																																																												
	All pupils	PP	All pupils	PP	All pupils	PP																																																																																																											
Yr 1 *	2.6	2.2(5)	2.2	2.2(5)	2.6	2.6(5)																																																																																																											
Yr 2	5.6	4.8(5)	5.6	4.6(5)	5.9	6.0(5)																																																																																																											
Yr 3	5.5	4.5(6)	5.1	4.7(6)	5.8	5.0(6)																																																																																																											
Yr 4	6.1	6.3(10)	5.7	5.1(10)	6.3	6.5(10)																																																																																																											
Yr 5	6.3	7.0(9)	6.6	7.3(9)	6.2	6.2(9)																																																																																																											
Yr 6	6.1	5.1(10)	6.6	7.1(10)	5.2	4.3(10)																																																																																																											
2	Social and emotional difficulties – currently we provide 1.5 days of psycho-dynamic art therapy counselling/ play therapy (at least 7 PP last year), a full-time pastoral lead, and at least 13 PP pupils who received additional pastoral support, many of whom received this at least weekly.																																																																																																																
3	Some PP children have additional needs or SEND. Currently up to 20 pupils with EHCPs and 5 of these are PP. At least 29 PP pupils received extra support through the tutoring, Speech and Language support, or extra specialist intervention in FS.																																																																																																																
4	Lack of access to enrichment activities such as music/ performing arts tuition ()																																																																																																																
5	Some PP pupils have poor attendance (currently 59% of our PP pupils have attendance of less than 95%, for the whole of the previous year 23-24, this was 39%)																																																																																																																
6	Home support for learning is sometimes inconsistent (e.g. for reading, homework etc)																																																																																																																

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
Children are more confident learners	Where appropriate, interventions are put in place and children make expected or better progress. They participate confidently in lessons.
Children are emotionally secure	Children feel happy and safe and develop positive relationships with adults and peers.
Children have aspirations and develop a wide variety of skills	Disadvantaged children participate in a variety of clubs and have access to all the opportunities of other pupils.
Children attend school regularly	PP pupils' attendance is either improving or close to the attendance of other pupils.

Activity in this academic year

This details how we intend to spend our pupil 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
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £63,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring £1,295	Much evidence promotes the value of 1-1 and small group tutoring	1,3,6

<i>Class interventions</i> £58,922	Pre-teaching and interventions that respond to current learning difficulties are known to be effective in supporting confidence and progress	1,3,6
<i>Feedback – development of the school's practice</i>	Research indicates that this is at the heart of good practice for supporting learning	1,3,6
<i>Speech and Language Support</i> £2,000	Covid interrupted the healthy development of S&L skills especially for our youngest children. We have increased the time allocated for this and have a full time speech and language LSA who uses Neli to screen and support those in FS, and follows S&L intervention plans for children throughout the school.	1,3,6
<i>FS interventions in reading, communication & phonological awareness</i> <i>Cost inc. in Class Interventions</i>	A trained and experienced teacher is leading interventions for FS pupils for one day a week	1,3,6
<i>Reading Club</i> £1,700	This daily club consistently accelerates the progress of pupils in KS2 in their reading	1,6
<i>Dyslexic testing</i>	This provides life-long analysis and diagnosis which will continue to enable support to be expected and provided through the children's later schooling	1,2,3

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

Budgeted cost: £31,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Attendance £2,000	Regular attendance is known to support effective learning	5
Pastoral & Child Protection support £14,992	Positive and supportive relationships between school and home are known to help pupils become positive and well-integrated members of the school community	1,2,5
Drawing & talking Therapy £160	This is a proven intervention to support pupils with emotional challenges	1,2,5

Art Therapy/ Play Therapy £6,577	Our experience over many years indicates that children and families respond well to counselling, that it gives tools for regulation and supports a positive outlook There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,5
Strings, Public Speaking,P/ Arts & music Teaching £4,478	Known to promote confidence, well -being and inclusion – and future success	4,5
Clubs, trips & Residential provision £3,577	Inclusion and equal access to all school opportunities so that no child can feel left out	4,5

Total budgeted cost: £95,701

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The table shows that the progress of our PP pupils is frequently greater than non-PP pupils.

Attainment of PP in comparison to all children
July 2023 to July 2024
(% of children working at the year group standard)

	Reading		Writing		Maths	
	All pupils	PP	All pupils	PP	All pupils	PP
Year 1	63%	57%	48%	29%	58%	57%
Year 2	75%	80%	53%	20%	73%	60%
Year 3	66%	50%	43%	17%	74%	67%
Year 4	69%	50%	46%	30%	74%	80%
Year 5	88%	78%	72%	56%	82%	67%
Year 6 (Teacher assessment not SATS)	85%	60%	83%	50%	77%	50%

Also, monitoring shows that PP pupils have access to, and enjoy, the full breadth of school activities and have disproportionate greater access to our counselling and tutoring programmes.

Progress of PP in comparison to all children
July 2023 to July 2024

	Reading		Writing		Maths	
	All pupils	PP	All pupils	PP	All pupils	PP
Yr 1 *	2.6	2.2(5)	2.2	2.2(5)	2.6	2.6(5)
Yr 2	5.6	4.8(5)	5.6	4.6(5)	5.9	6.0(5)
Yr 3	5.5	4.5(6)	5.1	4.7(6)	5.8	5.0(6)
Yr 4	6.1	6.3(10)	5.7	5.1(10)	6.3	6.5(10)
Yr 5	6.3	7.0(9)	6.6	7.3(9)	6.2	6.2(9)
Yr 6	6.1	5.1(10)	6.6	7.1(10)	5.2	4.3(10)

*Year 1 data taken from November 2023 –July 2024