

# Pupil premium strategy statement – Bishop Pursglove C of E Primary 2025-28

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   | 75          |
| Proportion (%) of pupil premium eligible pupils  | 25%         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2025-2028   |
| Date this statement was published  | 1/12/25     |
| Date on which it will be reviewed  | July 2026   |
| Statement authorised by  | Sarah Craig |
| Pupil premium lead   | Sarah Craig |
| Governor / Trustee lead  | Thom Webb   |

## Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year  | £32044 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £32044 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Seeing everything that we do through the eyes of educational disadvantage helps us to be clear about the impact of our actions on all pupils at Bishop Purglove.

We are involved in termly Pupil Premium network events and look closely at the information shared on the EEF website and by other professional bodies. We use this research and internal evidence such as pupil voice, parent surveys, staff voice and attendance data to inform our decisions and support our continuous professional knowledge and understanding of the needs of our pupils. We ensure there is protected time for subject leaders.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Common barriers to learning for disadvantaged children within our school include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Research and experience suggests that we can significantly improve pupil outcomes if we focus on the development of their language ability. A child’s ability to communicate, read and write determines their motivation and ability to learn in lessons and within wider society.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupil needs through termly Pupil Progress Meetings, so that they are fully aware of strengths and weaknesses across the school.

### Key Principles

- To ensure high quality teaching, assessment and a curriculum which responds to the needs of pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.

#### Ultimate Objectives

- **Inclusion** - Ensure every child, including those with disadvantaged backgrounds, has full access to a rich and ambitious curriculum that meets their individual needs.
- **Outcomes** - To raise outcomes for all pupils—starting from EYFS and continuing through each key stage—by securing strong foundations in core subjects, developing communication, language and reading and closing attainment gaps.
- **Attendance** - To maintain efforts and strategies used last year that reduced persistent absenteeism, including early identification and family support interventions, so that our school remains in line with or above National averages.
- **Wellbeing** - To support pupils emotional wellbeing ensuring equity of access, including financial support or subsidies for disadvantaged pupils to take part in trips, activities and clubs in line with our ‘11 things before 11’ strategy.
- **Futures** – To support pupils in exploring all aspects of education, learning and careers on offer to them within our ‘futures’ programme.

#### Achieving These Objectives

- Provide enriching experiences for pupils, through carefully planned trips that ensure equity of access. Provision will include a range of clubs at lunchtime/ after school. Pupil participation in enrichment activities will be tracked, ensuring inclusion of all groups, especially vulnerable and disadvantaged pupils.
- Successfully implement and use resources to ensure all children can access the curriculum. Actively promote parent engagement in school life. Ensure the behaviour policy is inclusive and implemented successfully in classes.
- Ensure high-quality teaching and provision, laying strong foundations in communication, language, phonics and early reading, ensuring all children develop secure early reading, communication and language skills, closing the gap early on.
- Rigorously use assessment and pupil progress data to identify and close gaps—particularly for disadvantaged pupils, SEND learners and those with interrupted learning—through timely intervention, adaptive teaching, and precision support.

- Provide support to children and families who struggle with attendance through the provision of a breakfast club, regular attendance meetings and building strong, supportive relationships with parents/carers.
- Provide 'futures' activities throughout the year focusing on aspiration – job days, dress up as a job, college/uni/A-level talks, careers talks – adults sharing their job to inspire children.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Data shows low attainment at the end of Early Years Foundation Stage, for our disadvantaged pupils. There is a need to further engage our parents and provide opportunities for them to learn about how to support their child. |
| 2                | Data from half termly assessments and the PSC shows that a high proportion of disadvantaged pupils and children with SEND make slower progress in phonics.  |
| 3                | Low levels of parent engagement make it difficult to build consistent reinforcement between home and school and they also limit opportunities to build the positive, trusting relationships with families.                      |
| 4                | Attainment and progress is lower for disadvantaged pupils than for non-disadvantaged pupils in mathematics. Assessment data also shows that this gap is particularly evident in the multiplication check test.                  |

## 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   |
|--|--|
| Improve GLD outcomes for disadvantaged pupils through targeted early intervention and high-quality teaching. | 2027/28 outcomes demonstrate:<br>Assessments and observations indicate significantly improved GLD outcomes among disadvantaged pupils.<br>A greater number of children achieving the ELG for communication and language. |

|   |  |
|---|--|
|   | Little Wandle assessment data shows rapid progress for pupils receiving keep up phonics.   |
| Above national average progress and attainment in mathematics   | 2027/28 outcomes demonstrate:<br>Top quartile for progress made by disadvantaged pupils amongst similar schools.<br>National average for attainment for all pupils.  |
| Parents are active partners in learning, resulting in aligned expectations and enhanced trust between home and school.                              | Majority of disadvantaged families regularly engage with school communication and attend learning-focused events or meetings each term.<br>Parents report increased confidence and trust in supporting their child's learning, as evidenced through surveys, feedback, and consistent two-way communication. |
| Gaps in phonics progress for disadvantaged pupils and children with SEND are reduced, with increasing proportions meeting age-related expectations. | Targeted intervention results in a rising proportion of disadvantaged pupils and children with SEND securely meeting age-related expectations by the end of the year, as evidenced in phonics tracking and PSC outcomes.   |

## 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: £ 2500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Training provided by ISAT teacher on resources to support children with SEND/ EAL. – Use of AI Immersive reader etc | Use of AI Immersive reader etc evident in lessons to support independent learning.<br><br>Research shows that students with SEND benefitted from the read software with the easy adaptation of colour background, word and line spacing supported children with independent reading. t. <a href="https://learn.microsoft.com/en-">https://learn.microsoft.com/en-</a> | 1                             |

|   |   |         |
|---|---|---------|
|   | us/training/educator-center/product-guides/immersive-reader/research  |         |
| Little Wandle CPD and team teaching with phonics lead   | <p>Y1 phonics and Y2 re-test phonics checks are in line with or above National Average.</p> <p>High quality teaching evident throughout the teaching of phonics. Little Wandle tracking data shows progress made and is used to identify children who require 'keep-up', 'catch-up' or SEND provision, ensuring all children develop secure early reading skills.</p>   | 1, 2    |
| Training for staff to ensure assessments are interpreted and administered correctly.  | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic Assessment Tool.pdf</a>   | 1, 2, 4 |
| Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff | 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):<br><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>  | 1       |
| DDAT training for Subject Lead<br>Training – quality first teaching<br>Subject network meetings<br>Protected subject lead monitoring time<br>Cornerstones training                              | <p>High quality staff CPD in maths is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of DDAT. Staff are released according to monitoring schedule to enable them to lead their subject effectively. Cornerstones training for subject leads.</p> <p>EEF key findings: Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> | 4       |

|   |  |      |
|---|--|------|
|   | <a href="#">Pupil Premium menu evidence brief.pdf.pdf</a>  |      |
| Little Wandle yearly subscription and CPD | Little Wandle assessment data shows rapid progress for pupils receiving keep up and catch up phonics. Quality first teaching ensures the correct delivery of phonics and strong use of Little Wandle programmes to support all children.<br><a href="#">Phonics   EEF</a><br><a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a> | 1, 2 |

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

Budgeted cost: £ 23819

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.<br><a href="#">Phonics   EEF</a>   | 2                             |
| Ensure adequate staffing.<br><br>The provision of additional staff to support specific children identified with severe behavioural issues. | High quality initial instruction with trained staff.<br>Feedback at the point of learning (within maths) focuses on moving learning forward, targeting the specific learning gaps that pupils exhibit in a timely manner.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a> | 1, 2, 4                       |

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

Budgeted cost: £ 5725

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Improve the quality of social and emotional (SEL) learning through provision of outdoor woodland sessions, family support worker 1:1 sessions and a range of clubs. This includes training for staff running the sessions.</p> | <p>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)</p> <p><a href="#">Social and emotional learning   EEF</a></p> | <p>1</p>                      |
| <p>Improved attendance and punctuality: Immediate and swift follow up on absence.</p>   | <p>Lessons learned from previous academic year shows that attendance improved when followed up immediately and relationships made with the families.</p> <p><a href="#">EEF Parental Engagement Guidance Report.pdf</a></p>  | <p>1, 2, 3, 4</p>             |
| <p>To provide a breakfast club for all pupils (and targeted towards the disadvantaged pupils) in school.</p> <p>Free snacks offered in EYFS for eligible children.</p>  | <p>Research shows hungry children do not perform as well.</p> <p><a href="#">Pupil Premium menu evidence brief.pdf.pdf</a></p>   | <p>1, 2, 3, 4</p>             |
| <p>To develop disadvantaged pupils' engagement in</p>   | <p>A wealth of evidence suggests that outdoor learning in the form of residential programmes and school trips can be a major contributor to good health and mental wellbeing for our children.</p>   | <p>3</p>                      |

|   |   |  |
|---|---|--|
| <p>school. Funds allocated to support pupils attending after-school clubs and to subsidise the cost of trips and residential.</p> | <p>Primary-aged children taking part in activities often display improvements in their resilience, self-confidence, and their ability to get on with and relate to peers, which in turn boosts their sense of belonging.</p> <p><a href="https://www.headteacher-update.com/content/best-practice/the-many-benefits-of-school-trips-and-outdoor-adventure-residential">https://www.headteacher-update.com/content/best-practice/the-many-benefits-of-school-trips-and-outdoor-adventure-residential</a></p> |  |
|---|---|--|

**Total budgeted cost: £ 32044**

## Part B: Review of the previous academic year 2024-25

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal formative and summative assessments. The data demonstrates that KS2 attainment (reading/writing/maths) combined in 2025 was just below the national at 55% (national 62%). 33% of disadvantaged pupils achieved the expected combined level which was below the national of 47%, with 80% of non-disadvantaged achieving the expected level.

In KS1 56% of pupils reached the expected standard in reading, writing and maths combined with 6% greater depth. 50% of the disadvantaged pupils achieved the expected standard in reading, writing and maths combined, our non-disadvantaged children were at 67%. In year 1 phonics screening check 2025 75% of children achieved the expected standard, this is just below the national average of 80%. 94% of year 2 children passed the PSC resit. In year 1, 67% of disadvantaged children met the standard in the phonics check, compared with our non-disadvantaged pupils, at 80%.

In EYFS 80% achieved GLD which is well above the national of 68.3% only 50% disadvantaged achieved GLD.

2024-25 Progress towards challenges 1-5:

Transition from EYFS to year 1 included moving up day as standard plus additional times in year 1/2 classroom for all Reception children to familiarise with new setting and class structure. Transition to year 6 was well planned and included additional sessions to build confidence.

Carefully matched knowledge organisers support learning. Teachers annotate planning to include SEND and PP focus children. Feedback and marking sheets show strong evidence of adapting teaching based on assessment outcomes.

Little Wandle phonics catch-up provision in KS2 continues to be successful, with 100% of the children identified as early readers in 2024-25 successfully exiting the catch-up programme in March 2025.

Overall we have met or made significant progress towards our intended outcomes for the strategy period 2022-25. When developing our 2025-28 strategy our assessments and observations, teacher and pupil voice have indicated that maths is a key priority. Continued focus on phonics and improving GLD outcomes for reception children. We aim to continue to maintain our strong attendance levels as we know the huge impact that strong attendance has on pupil outcomes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Further information (optional)

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