

Pupil premium strategy statement

Bishop Wilson C. of E. Primary School

This statement details our school's use of pupil premium (and recovery 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	384 (Reception to Yr6)
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Des Ricketts Head Teacher
Pupil premium lead	Emma Brown & Leanne Downs Deputy Head Teacher
Governor / Trustee lead	James Hassell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343,420
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£343,420

Part A: Pupil premium strategy plan

Statement of intent

54% of children in our school are in receipt of PP, 23% of which have SEND (January 2025).

The school's vision is one of Christian service: each of us using our skills and talents to support and serve one another. We extend this service to all, whatever their backgrounds or beliefs; both within the school itself, and the wider community. As such, we are committed to use our talents to ensure that all children achieve, make good progress, experience quality first teaching and access a broad and balanced curriculum with enriching opportunities.

This statement sets out how we intend to support all of our children, irrespective of whether they are disadvantaged or not, to ensure that their holistic needs are met, as well as having high expectations for their academic outcomes. We have focussed on areas that pose specific challenges in our school community. These are responsive to children's changing needs and their learning, as well as their mental health and wellbeing and school readiness. There is limited capacity in the ability of external services, including the provision for mental health, to support our children and their families.

Quality first teaching that is consistent across the school and implementing proven targeted interventions have been shown to have a positive impact on closing the disadvantage attainment gap as well as supporting non-disadvantaged children's learning and progress. This is most effective when children are challenged appropriately and assessment is used diagnostically to intervene early and identify specific barriers to learning.

We will adopt a whole school approach in which all staff take responsibility for the attainment and progress of disadvantaged pupils, regardless of their starting points and whether they experience specific vulnerability factors such as, being in statutory care. This includes challenging children to reach 'greater depth'.

We have considered children's development, learning, pre-school experiences (or lack of) and the need to expand our children's cultural capital and access to extra-curriculum activities within this plan. We are also paying high regard to the importance of regular attendance as we know the impact this has on learning and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional difficulties and poor mental health affecting wellbeing and readiness to learn. External services are stressed and therefore appropriate intervention is delayed or not available. There is an increased number of parents struggling with their own mental health which affects their capacity to support their child's learning and emotional wellbeing.
2	Attendance of some of our families is below the expected level and some children are persistently absent, this is despite the work we have already done to engage with families, children and external agencies.
3	In Reading, Writing and Maths, fewer disadvantaged children achieved the expected level than non-disadvantaged children.
4	Across the school, many children's expressive and receptive language development is below what is expected for their age. 65% of children with an identified speech, language, communication need are disadvantaged. Children enter Nursery and Reception with communication and language skills that are below what is expected for their age. It is also well documented that since the pandemic, this situation has got worse and there are shortages within the NHS speech and language services.
5	Many of our children have not experienced a range of activities, visited cultural attractions or often travelled outside of their immediate community, for example, to farms and museums or the city centre. As a result, their cultural capital is poor and they lack knowledge about the range of career opportunities and experiences that they could have in the future.
6	Collective worship, while being effective in developing the school's values and exemplifying the Fruits of the Spirit, could allow children to be more reflective and open to the wider world, other cultures and beliefs.

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
Disadvantaged children are equipped with social, emotional and mental health strategies that improves their wellbeing and resilience and their ability to engage in learning.	<p>Data and observations show that children with identified needs in this area, either as a result of a neurological difference or context, show an improvement in wellbeing and/or use of appropriate strategies to support improvement.</p> <p>Children's needs are identified and intervention is timely, appropriate onward referrals are made and followed up.</p> <p>Data from interventions demonstrate positive outcomes and progress from their starting points for individual pupils.</p> <p>Staff know how to support children's mental health and emotional resilience.</p>
<p>Disadvantaged pupils across the school receive quality first teaching, targeted and/or specialist intervention as required to address difficulties with reading, writing and maths.</p> <p>A greater number of children who are disadvantaged achieve the expected level at the end of the year.</p>	<p>Quality first teaching ensures that children receive an appropriately stretching curriculum that allows them to demonstrate understanding of these elements of the curriculum</p> <p>Targeted and specialist interventions are in place for those with an identified need.</p> <p>Quantitative and qualitative assessment data demonstrates an improvement in attainment across the year and data is used to precisely to identify children that need additional support or challenge.</p>
Gaps in learning continue to be closed and disadvantaged children's attainment is closer to the expected level at the end of the year.	<p>Children receive quality first teaching, a consistent pedagogy and curriculum across the school, timely and proven interventions following diagnostic assessments as appropriate.</p> <p>Children's progress and attainment is tracked and monitored effectively with swift intervention as required.</p>
Parents and children recognise the importance of regular school attendance. Attendance of all groups of children, are at	Attendance, including for those in receipt of PP, is at least in line with national.

least in line with the same groups nationally.	Persistent absence is at least in line with national and reduces during the course of the academic year.
Children will have engaged in additional events and activities that expands their knowledge of cultural activities, aspiration and experiences.	<p>New opportunities have been sourced from a variety of providers that includes the Arts, STEM, business and higher education.</p> <p>Children talk positively about these new experiences.</p> <p>Children have taken up new activities/visited new places that would not have previously done.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £176,596.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children's low attainment on entry to the school is appropriately understood and addressed in the learning to accelerate progress and improve attainment.</p> <p>Continue to fund two teaching assistants in Nursery despite being under legal ratio.</p>	<p>Bold beginnings (Ofsted)</p> <p>EEF Early Years Studies (working with parents, preparing for Literacy, improving mathematics in EYFS and KS1)</p> <p>Birth to 5 matters</p>	3, 4
<p>Increase capacity for small group teaching, targeted intervention and support in the classroom, so that gaps in learning can be closed and a greater number of disadvantaged children achieve the expected standard.</p>	<p>Sutton Trust - EEF Teaching Toolkit</p>	1,3, 5

<p>Enhancement of our interventions in line with DfE and EEF guidance. Interventions have been researched, chosen for efficacy and implemented accordingly.</p> <p>The teaching of spelling, punctuation and grammar will be relaunched, including a focus on developing early writing skills and independence for lowest attainers and those with SEN.</p>	<p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF review of teaching-assistant-interventions</p> <p>Improving Mathematics in Early Years and KS1</p> <p>DfE Writing Framework</p>	3, 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £46,117.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide an individualised and effective environment for children with significant special educational needs if the mainstream classroom becomes overwhelming and inconducive to their wellbeing and learning. Provide personalized interventions linked to their communication and interaction and sensory needs.</p> <p>Offer an alternative spelling intervention for those children who are making slow progress within the RWI scheme and need to develop fluency rather than phonological awareness.</p> <p>Provide children with the opportunity to read at home using an online platform.</p>	<p>Special Educational Needs in mainstream schools</p> <p>An explorative study into the effectiveness of different spelling strategies and children's own perceptions of themselves as successful spellers</p> <p>Why focus on reading fluency?</p>	1, 2, 3, 4
<p>Increase the use of, and staff's awareness of, technologies that</p>	<p>Using digital technology to improve learning</p>	3

support the learning of children with SEND.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £120,926.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The attendance of all children, and groups of children, is closely monitored and reviewed. Staff engage with families and provide them with additional support to address the reasons behind poor attendance.</p> <p>School systems are enhanced and evaluated to check for impact and new systems are implemented accordingly, including greater communication with parents.</p> <p>External agencies are signposted and/or contacted for advice/direct work with families. Children identified as persistently absent are offered further support to improve attendance, including using the school's minibus to collect children in the morning and funded breakfast club places. Attendance rewards are implemented and monitored for impact.</p>	<p>Working together to improve school attendance</p> <p>Improving attendance for pupil premium children</p> <p>EEF supporting school attendance</p> <p>EEF attendance interventions rapid evidence assessment</p> <p>Why improving school attendance is everyone's business.</p>	1, 2, 3
<p>Continue to increase the number and range of extra-curricular opportunities, trips and visitors to the school to increase children's cultural capital. Subsidise trips and residential to make these accessible to all.</p>	<p>Cultural capital and educational attainment</p>	5, 7

Purchase resources to enhance collective worship, staff training.		
Continue to enhance lunch time provision using the skills of the play leaders, employ purchase resources, training for staff.	Children's Food Trust Nuffield Foundation	1, 2

Total budgeted cost: £343,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFS and 2 performance data, phonics check results and our own internal assessments. During 2024/25, 54% of children were in receipt of pupil premium, 22% of these children were identified as having special educational needs and disabilities within that current year.

We commissioned a speech therapist to deliver weekly therapy sessions and train staff in specialist interventions such as Attention Autism, Intensive Interaction, vocabulary development (62% of the caseload are disadvantaged pupils), data shows that children have made progress within these interventions, some moving from specialist to targeted support. Children's receptive language is assessed using standardised assessment, therefore enabling us to identify children who need targeted and specialist intervention.

In EYFS, 66% of children achieved a GLD which is in line with national. 59% of disadvantaged children achieved GLD.

Phonics in Year 1: 82% of children passed the screening check.

Year 4 MTC: 75% of the year group scored 20 or more and there was an increase in the number of disadvantaged children reaching this benchmark.

At the end of Year 6, the attainment of the disadvantaged children was in line with national. Whilst the attainment of the disadvantaged pupils is at least in line with national disadvantaged pupils, there does remain a gap between our disadvantaged and national non-disadvantaged children and this remains a priority for our work.

Challenges in relation to wellbeing and mental health remain significantly high. Internal intervention data and qualitative data demonstrates that we were effective at providing appropriate interventions for children and engaging with external services in order to get additional specialist support for the children and their families. We have also recently achieved the Nurturing School Award, following a robust assessment process involving all stakeholders – "there is a commitment to the holistic development of each child and an understanding that wellbeing is key to learning" (The National Nurturing Schools Programme Assessment Report).

Attendance was in line with national but persistent absence was higher than national and this remains an ongoing challenge for next year.

Externally provided programmes

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

Programme	Provider
Doodle Maths	Discovery Education
Literacy Shed	EdShed
Power Maths	Pearson
Oxford Reading Buddy	Oxford University Press
Numbots	Maths Circle