

Bishop Aldhelm's CE Primary School Pupil Premium strategy statement

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	602 (pre-school-Y6) 571 (foundation-Y6)
Proportion (%) of pupil premium eligible pupils	16.3%
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)	2025-2026 (3 rd year of 3 year plan) 2023-2026
Date this statement was published	18 th December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Scott Tait, Headteacher
Pupil premium lead	Lizzie Sharpe and Lucy Strickland, Assistant Headteachers
Governor / Trustee lead	Hayley Vacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,660
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0
Pupil 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>	£144,660

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium - It's a privilege, not a problem! Marc Rowland

At Bishop Aldhelm's we use Pupil Premium funding to support and enhance the learning opportunities for our disadvantaged children. We recognise that family situations can be complex and that there is not a 'one size fits all' approach. Therefore the use of Pupil Premium covers a range of initiatives across the school to meet the challenges faced.

Principles:

- 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 children in receipt of pupil premium to achieve that goal, including progress for those who are already high attainers.
- We ensure that teaching and learning opportunities meet the needs of our pupils in receipt of pupil premium.
- We 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 reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending”

EEF (2022) Pupil Premium Guide.

Ultimate Objectives:

- For all children in receipt of pupil premium in school to reach Age Related Expectation at the end of Year 6 in order to make sure they are ready for their next stage of education.
- We aim to meet these objectives by ensuring that this strategy is embedded in our school improvement plan and performance management objectives.

Challenges

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

Challenge number	Detail of challenge
1	Oracy Reception Baseline assessments indicate Communication and Language development is below the expected level of entry to Reception. This is evident from Reception through to KS2 and in general, is more prevalent among our pupils in receipt of pupil premium.
2	Phonics Reception Baseline assessments indicate children's phonics knowledge and comprehension on entry into school is below the expected level of entry to Reception. In 2023-2024, 100% our children in receipt of pupil premium passed their phonics screening check in Year 1. In 2024-2025, 57% our children in receipt of pupil premium passed their phonics screening check in Year 1. We know that this needs to remain a focus due to different cohort needs.
3	Reading Internal and external assessments show that in some year groups, children in receipt of pupil premium have more difficulties with their reading comprehension skills than their peers.
4	Maths Basic Skills Internal and external assessments show that a group of children across the school have gaps in basic maths knowledge. In addition, resilience at completing tests hinders their summative assessment outcomes.
5	Attendance Data from 24/25 indicated that pupils in receipt of pupil premium are more likely to be persistently absent (PA) from school (2% below other children within school). Whilst attendance for this group was above National attendance for those in receipt of pupil premium, we aspire for attendance to be closer to national all.

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 in receipt of pupil premium in EYFS make accelerated progress to close the gap with their peers.	Children in receipt of pupil premium achieve in line with their peers in the following ELGs: <ul style="list-style-type: none"> • Listening, attention and understanding • Speaking • Word reading
Children in receipt of pupil premium will, as a result of targeted phonics teaching, interventions and vocabulary teaching, be able to decode and read well, reading at least in line with age related expectations.	Children in receipt of pupil premium will continue to achieve a phonics score in line/above their peers nationally.
Children in receipt of pupil premium will be able to demonstrate reading comprehension skills in line with their peers.	KS2 reading outcomes show that children in receipt of pupil premium achieve at least in line with their peers.
Children in receipt of pupil premium will be able to demonstrate writing skills in line with their peers.	KS2 writing outcomes show that children in receipt of pupil premium achieve at least in line with their peers.
Children in receipt of pupil premium will be able to demonstrate secure maths skills in line with their peers.	Y4 Multiplication Check outcomes show that children in receipt of pupil premium achieve at least in line with their peers. KS2 maths outcomes show that children in receipt of pupil premium achieve at least in line with their peers.
To achieve and sustain improved attendance for all pupils, particularly our children in receipt of pupil premium.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5% • the percentage of children in receipt of pupil premium who are persistently absent being in line or below national figures.

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: £110,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Culture</u></p> <p>High expectations for all.</p> <ul style="list-style-type: none"> • Train all staff on high expectation teaching strategies and inclusive practices. • BAPS Pedagogical approach to lessons • Regularly monitor and evaluate the academic progress of disadvantaged pupils through data analysis. • Deploy support staff, where possible, to focus on those who are disadvantaged to receive interventions first. • Venn diagrams completed by teachers to identify area of need for children who receive pupil premium funding. This then has a clear plan from the teacher about how the barriers will be addressed in class. 	<p>This drew on research that unrealistic expectations can actually harm academic performance. As a result, we need to set high expectations that promote maximum challenge but remain achievable. The only way we can do this is through deep knowledge of our pupils, understanding how far we can push them and what specifically they need to do to make the leaps forward they require. We need to pitch them into the struggle zone, with maximum thinking but low stress, expecting them to grapple with what at the far edges of their capability.</p> <p>This is not about what is written or projected, but a belief that all pupils will reach the challenging objective we set for each chunk of learning.</p> <p>The Language of High Expectations Durrington Research School</p>	All
<p><u>Feedback</u></p> <p>Enhance the effectiveness of feedback to promote pupil progress and engagement.</p> <ul style="list-style-type: none"> • Implement new feedback policy • Use metacognition strategies within the feedback policy. • Monitor implementation of feedback policy. • Weekly conferencing sessions in year groups. • Year group writing moderation within teams at the end of each LJ. Constructive feedback given to each 	<p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>EEF research suggests that children can make +6 months additional progress through this approach.</p> <p>Feedback EEF</p>	All

<p>other to move learning forwards.</p> <ul style="list-style-type: none"> • Termly whole school writing moderation to take the same approach at external moderations. • 2 Hamwic writing moderation events for the whole school 		
<p><u>Spelling</u></p> <p>To ensure that learning follows small steps in logical sequences within the context of spelling</p> <ul style="list-style-type: none"> • ELS spelling schemes to see follow up for KS2. • Moderation events • Develop teacher expertise in spelling instruction. • Twilight training for all teaching staff 	<p>Due to the success of ELS as a phonics programme in KS1, we want to use the fundamental principles and approaches for teaching spelling in KS2.</p> <p>To help children spell correctly as they are drafting, it's important that teachers explicitly teach spelling. It is suggested that children be exposed to a balanced approach to instruction which includes teaching: phonology, morphology, orthography and etymology in combination and at the earliest of stages (Young & Ferguson 2021).</p>	4

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

Budgeted cost: £39,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Booster Interventions</u></p> <p>- after school sessions focusing on reading comprehension and maths for selected children in receipt of pupil premium in KS2.</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>Reading comprehension strategies EEF - Education ... Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3 + 5
<p><u>Phonics intervention</u></p> <p>Additional ELS phonics sessions targeted at children in receipt of pupil premium who require further phonics support in order to 'keep up' led by AHT.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

<u>Maths intervention</u> <ul style="list-style-type: none"> Maths 1st@number intervention for selected children in Year 2 and 4. 	EEF Research shows +2 months progress after 10 weeks of intervention 1stClass@Number EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £40,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Free loan of a Lenovo tablet to all PP children.</u> All children in receipt of pupil premium will be loaned a tablet for them to be able to complete their home learning.	EEF + 6 months (digital home learning) Studies involving digital technology typically have greater impact (+ 6 months). Homework EEF	2, 3 + 4
<u>Free trips for all FSM families and reduced priced for PP</u> All children in receipt of pupil premium to attend school trips for free. All children who receive 'ever 6' pupil premium will receive 25% off trips.	Long term impact of eligibility for FSM.	1, 3, 6
<u>Extra curricula clubs</u> All children in receipt of pupil premium to be offered a free extra curricula club through the year.	EEF + 3 months Arts participation EEF Amongst high-performing primary schools these strategies included: • subsidising trips and extra-curricular activities for disadvantaged pupils; School cultures and practices: supporting the attainment of disadvantaged pupils (May 2018).	1 + 6
<u>Additional job clubs</u> Job clubs for identified year 6 children in receipt of pupil premium (office and site manager).	Previously successful at raising attainment, increasing attendance and improving self-esteem Mentoring EEF - Education Endowment Foundation	3, 5 and 6
<u>Attendance-</u> - HAMWIC Trust graduated response to Attendance	Includes finding personalised approaches for families who are struggling. Parental engagement EEF - Education Endowment Foundation	6

<ul style="list-style-type: none"> -attendance policy -attendance plans where needed -work with the LA navigator - performance management - pastoral care worker 		
<p><u>Additional activities and resources</u></p> <p>Pupil Premium funding is used to support additional activities and resources e.g., additional workshops purchase of equipment, uniform etc.</p>	<p>Amongst high-performing primary schools these strategies included: • subsidising trips and extra-curricular activities for disadvantaged pupils; School cultures and practices: supporting the attainment of disadvantaged pupils (May 2018).</p>	All

Total budgeted cost: £191,200

Part B: Review of the previous academic year 2023-2024

Outcomes for disadvantaged pupils

Children in receipt of pupil premium in EYFS make accelerated progress to close the gaps with their peers.

Success Criteria by July 2026:

Children in receipt of pupil premium achieve in line with their peers in the following ELGs:

- Listening, attention and understanding
- Speaking
- Word reading

2024-2025 data

	BAPS PP	BAPS All	National
Speaking	100%	88%	82.7%
Listening, attention and understanding	82%	85%	81.7%
Word reading	82%	88%	76.5%

This shows an upward trajectory from previous cohorts and that children in receipt of pupil premium attained higher than national all in the above ELGs.

We feel that the following strategies have worked:

- Greg Bottrill training - adaption to interactions in play have improved children's opportunities to hear and use high quality vocabulary and develop their oracy skills.
- Regular pupil progress meetings that focused on the adaptations of the provision based on what children are missing.
- ELS was started within the first week of the children starting school, resulting in the children's settling into routines quickly with no loss learning for phonics.

Children in receipt of pupil premium will, as a result of targeted phonics teaching, interventions and vocabulary teaching be able to decode and read well, reading at least in line with age related expectations.

Success Criteria by July 2026: Children in receipt of pupil premium will continue to achieve a phonics score in line/above their peers nationally.

BAPS PP	BAPS All	National PP	National All
57%	86%	67%	80%
67% for those in school before March 2025.			

Of the children who were in school before March 2025, 67% achieved their phonic check. This is therefore in line with national PP children.

In 2023-2024, 100% of children in Year 1 in receipt of pupil premium passed their phonics check.

We recognise that the results for 2024-2025 show a dip due to cohort needs and we continue to aim for children to achieve in line with their peers and national all.

We feel that the following strategies have worked:

- Small group and 1:1 interventions for PP children who are off track for their phonics.
- Regular monitoring and training for ELS to ensure the fidelity to the scheme.

We feel that the following challenges were in place to pass their phonics check:

- Small cohort of children in receipt of pupil premium (7 children)
- High level of need across the year group

Children in receipt of pupil premium will be able to demonstrate secure maths skills in line with their peers- Y4.

Success Criteria by July 2026:

Y4 Multiplication Check outcomes show that children in receipt of pupil premium achieve at least in line with their peers.

Year 4- multiplication			
	PP	BAPS- All	National- All
20/25	81%	94.5%	86%
25/25	63%	65.9%	34%
Average score	22.6	24	20.6

Our children in receipt of pupil premium funding performed better than national all in average point score and for % scoring full marks. We recognise that there is a small gap between the performance of children in receipt of pupil premium and those without.

We feel that the following strategies have worked:

- High expectations of all children that they can achieve
- Regular monitoring of multiplications and targeted home learning and class work based on gaps.
- Small group interventions to address gaps.

We feel that the following challenges were in place to achieving this outcome:

- Progress was evident for the children that didn't score above 20/25 through the year.
- Access to resources to be able to complete home learning.
- Attendance for those that scored below 20/25.

Children in receipt of pupil premium will be able to demonstrate secure maths skills in line with their peers at the end of KS2.

Success criteria by July 2026: KS2 maths outcomes show that children in receipt of pupil premium achieve at least in line with their peers.

Children in receipt of pupil premium will be able to demonstrate secure spelling skills in line with their peers.

Success Criteria by July 2026: KS2 writing outcomes show that children in receipt of pupil premium achieve at least in line with their peers.

Children in receipt of pupil premium will be able to demonstrate comprehension skills in line with their peers.

Success Criteria by July 2026: KS2 reading outcomes show that children in receipt of pupil premium achieve at least in line with their peers.

Year 6		
	ARE/ ARE+	GD
Combined		
Combined PP	54% (up from 37% in 2023-2024)	
BAPS all	66%	9%
National- all	62%	8%
National PP	47%	4%
Reading		
PP	64%	14%
BAPS all	79%	31%
National- all	75%	32%
National PP	63%	Not reported
Writing		
PP	55%	9%
BAPS all	74%	13%
National- all	72%	13%
National PP	59%	Not reported
Maths		
PP	68%	14%
BAPS all	79%	24%
National- all	74%	26%
National PP	61%	Not reported

Children in receipt of pupil premium funding at Bishop Aldhelm's achieved ARE in KS2 in core subjects in line or slightly above the same group nationally. Our next step is for this group of children to attain at least in line with other children at Bishop Aldhelm's.

We feel that the following strategies have worked:

- High expectations that all children can achieve
- Aspirational targets and regular pupil progress meetings to identify adaptations required to the curriculum.

- Additional teacher in the mornings focused on quality first teaching- adapted according to the pupil progress meetings
- Bespoke support through behaviour plans
- Before school booster sessions
- Writing conferencing time with teachers in all year groups to support gaps.
- Home learning groups

We feel that the following challenges were present to achieving this outcome:

- Access to resources to be able to complete home learning.
- Motivation and confidence towards learning- this improved considerably through Year 6 due to the this being a key focus for the teaching team.
- Mobility of children throughout the Key Stage

To achieve and sustain improved attendance for all pupils, particularly our children in receipt of pupil premium.

Success Criteria by July 2026:

Sustained high attendance demonstrated by:

- the overall absence rate for all pupils being no more than 5%
- the percentage of children in receipt of pupil premium who are persistently absent being in line or below national figures.

In 2024/2025, there was 2% gap in attendance for our children in receipt of pupil premium compared to those who don't receive the funding. However, this is above attendance levels for National All.

In 2024/2025 children in receipt of pupil premium were more likely to be persistently absent (PA) than those not in that group (8.4% gap). This gap has reduced from 11% in 2023-2024. However, the % of children in receipt of pupil premium who are PA is lower than National All.

As a school we will continue to aim to close the gap between the groups within school.

		BAPS PP	National PP	BAPS All	National All
Average attendance *statutory school age	2024-2025	93.5%		95.5%	93.1%
	2023-2024	93.7%	88.9%	95.8%	92.8%
	2022-2023	22/23 93.48%	91.3%	95%	92.8%
Persistent Absence	2024-2025	17.1%		8.7%	18.7%
	2023-2024	19.8%		8.8%	20.7%

	2022-2023	18.5%		9.5%	17.2%
<p>We feel that the following strategies have worked:</p> <ul style="list-style-type: none"> - HAMWIC Trust graduated response to attendance - Attendance policy- clear and consistent procedures to follow resulted in attendance patterns being addressed in a timely way. - Attendance plans where needed – where in place, these had a positive impact - Pastoral care worker- worked directly with families offering support for challenges in place for attendance. <p>We feel that the following challenges were in place to achieving this outcome:</p> <ul style="list-style-type: none"> - Support from outside agencies for families that required this was often inconsistent. 					

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
First class @ number	Edge Hill

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<p>Funding was used towards Pastoral Care Worker. Children who are allocated service pupil premium have check-ins with the Pastoral Care Worker. Parents are also contacted to talk about needs of the child and family situations.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>The attendance and wellbeing of service pupil premium eligible pupils is strong.</p>

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 or recovery premium funding.