

# Pupil Premium Strategy Statement



*Learning together, growing in faith*

*'Let your light shine before others so they may see your good deeds' (Matthew 5:13).*

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Bishop Martin CE Primary
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	(94) 48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25, 25-26, 26-27
Date this statement was published	Sep 2025
Date on which it will be reviewed	Sep 2026
Statement authorised by	A Barron
Pupil premium lead	A Barron
Governor / Trustee lead	S Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,039
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£135,039

# Part A: Pupil premium strategy plan

## Statement of intent

In line with our school mission statement and aims, we have high aspirations and ambitions for our children and we believe that no child should be left behind, irrespective of their background or the challenges they face. We are determined to ensure that our disadvantaged children are given every chance to realise their full potential across all subject areas, including those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the centre 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

### Key Principles of our strategy

We use a Tiered approach to Pupil Premium spending. This is a key principle in the Education Endowment Foundation's guide to the Pupil Premium. We use evidence based research and resources from this guide to inform our decisions on spending.

- Tier 1 focuses on Quality First Teaching for all. We recognise that the most effective way to close the attainment gap for disadvantaged children is good teaching. The priority is to ensure that there is an effective teacher in every class. Funding is used to support professional development, training and recruitment of staff.
- Tier 2 is targeted academic support. We carefully monitor and track interventions to ensure all pupils make progress.
- Tier 3. Wider non-academic strategies come under We aim to use pupil premium funding to address the most significant non-academic barriers to success in school. Examples of these include attendance, behaviour and social and emotional support for vulnerable children and their families.

At Bishop Martin C.E. Primary School it is our intention that **all** pupils, irrespective of their background or the challenges they may face, make good progress and achieve high attainment across all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining at a higher level.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

### Using the Pupil Premium funds, the school aims to:

- Maximise the % of pupils from disadvantaged backgrounds who achieve a pass in the Phonics Screening check.
- Maximise the % of pupils from disadvantaged backgrounds who achieve KS 1 SATs expected in Reading, Writing and Maths.
- Improve attendance for those children from disadvantaged backgrounds in a supporting and nurturing manner.
- Ensure the emotional and pastoral needs of all children are identified early and strategies put in place to meet these needs.
- Enable disadvantaged pupils to have access to school trips and school experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Low Entry Starting Points in the Early Years Foundation Stage in all curriculum areas. Internal assessments indicate that more of our disadvantaged pupils arrive at school below age-related expectations compared to other pupils.
2	English (inc. Phonics) Internal assessment data indicates slow progress and low attainment in reading and writing across EYFS and KS1. Phonics screening indicates that a large % of children did not meet the expected standard in 2023-2024.
3	Parental Engagement - There can be barriers to learning for some disadvantaged pupils due to home and family circumstances. A challenge we face is ensuring that all families engage with early help offers with a multi-agency approach when needed.
4	Attendance and punctuality leading to lost learning. Our attendance data indicates that attendance among disadvantaged pupils has been lower than that of non-disadvantaged pupils, including persistent absence. This has been more noticeable post covid. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils, both in terms of their wellbeing and academic progress.
5	Emotional/Pastoral Needs - Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn. This includes more frequent behaviour difficulties and an absence of resilient behaviours.
6	Absence of 'world' experiences/opportunities - observations and discussions with pupils and families have identified social and emotional difficulties for many pupils, notably due a lack of engagement or enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
To identify and implement strategies to maximise progress for children in EYFS, including early identification of need.	<p>End of EYFS assessments show that children in EYFS, particularly those who are disadvantaged or less 'school-ready', have made accelerated progress and successfully transition into Year 1.</p> <p>Children displaying additional needs have been identified and support put in place, including referrals to external agencies and potential Educational Psychology involvement and Educational, Health and Care Assessment requests.</p>
Improved reading/writing and phonics attainment among disadvantaged pupils.	<p>Y1 PSC outcomes show that disadvantaged pupils achieve at least in line with national averages</p> <p>KS2 Reading &amp; Writing outcomes in show that disadvantaged pupils achieve at least in line with national averages</p>
Disadvantaged pupils will thrive in school due to identified families engaging with school in a range of ways and engaging with early help and other agencies where needed.	Parents will engage with weekly school newsletter, parent's evening, workshops and events. This will lead to disadvantaged pupils achieving their full potential academically, personally and socially.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils of 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being 0%.</li> <li>• The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being below 10%.</li> <li>• There is evidence of support and demonstrable impact for families with attendance and/or punctuality issues</li> </ul>
Pupil's wellbeing is sustained and improved , particularly for disadvantaged pupils to ensure they can access all aspects of school life	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, parent surveys and teachers observations</li> <li>• Reduction in behaviour incidents/suspensions</li> <li>• Learning Mentor has a clear caseload of pupils/families to support with measurable entry and exit data</li> </ul>
All pupils, including disadvantaged pupils	There is a wide variety of enrichment

regularly access to a range of enrichment opportunities	opportunities on offer which are well attended/have good uptake All PP children are regularly accessing a range of enrichment activities
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## 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: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed use of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Read, Write Inc Training for all teaching staff on delivery of RWI program to implement structured phonics program in Y1-2 and for identified Y3&4 pupils and Y 4,5,6 Fresh Start and Fred Talk Games to improve reading fluency and accuracy	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
Embed Ready, Steady, Write to secure stronger English teaching for all pupils through a systematic and structured English program with a high focus on oracy	EEF Literacy approaches <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	1,2,6
Embed training in Maths No Problem to secure stronger teaching & learning in Maths		
All subject leaders to	A subject leader's role is to analyse and	1,2,6

<p>have release time across the year and attend their own Subject Leader network meetings.</p> <p>Subject leaders to feed back to whole school through staff meetings. Impact to be recorded.</p>	<p>build the appropriate provision in their subject, then cultivate the staff's pedagogical content knowledge to maximise learning across their school.</p> <p>Subject leaders through their role in securing and sustaining improvement in each area of the curriculum. They offer the leadership, expertise and enthusiasm critical to providing effective learning opportunities for pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3
Provide children in Y4,5&6 with additional Fresh Start phonics program to improve reading fluency and accuracy	<p><b>Read, Write Inc Research &amp; Evidence Evaluation Report</b>  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,
Utilise NTP Tutor Program to provide identified pupils (PP) with an additional 15 hours of small group tuition to catch up in R,W,M targeted at their specific needs	<p>EEF Toolkit – 1:1 Tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	2,3

Identified PP children are heard reading 1:1 daily to improve fluency and understanding	EEF Toolkit – 1:1 Tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,2,3
WELLCOMM delivered across the EYFS to target those entering nursery with low levels Language and Communication Skills.	EEF Teaching Toolkit –WELLCOMM Studies of oral language interventions consistently show positive impacts on language skills and reading comprehension. On average pupils make an additional 5 months progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	5

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

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance</a>	4
Learning Mentor Support/Role - Pastoral care – and well-being support to be provided	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional intervention can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning in Primary Schools	1,2,6

for identified children.  NEST Nurture Programme	EEF ( <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a> )	
Compass Bloom Referrals - confidential emotional health and wellbeing support for young people with mild to moderate emotional health and wellbeing needs.	This support enables children with low mood: sadness, low motivation, mild to moderate anxiety: worries, irrational fears and concerns, difficulty in adjusting to change and transition, difficulty in managing emotions: angry outbursts, frustration and distress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2,6
To provide numerous enrichment activities for PP children; Breakfast Club, residentials, educational visits.	School to provide funding for PP children to attend enrichment activities and provide pupils with various environments to learn and develop new skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4,5,6
Embedding of Individual Behaviour Plans and School Support Behaviour Systems	There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. Thus leading to a more positive attitude for learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	3,4,5
Free Breakfast is provided for all disadvantaged pupils and is subsidised for all other children.	There is much evidence to state that eating breakfast contributes to increased concentration, improved wellbeing, and behaviour. National school breakfast club programme - <a href="http://www.gov.uk">www.gov.uk</a>	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £149,000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2023 academic year.

Intended outcome	Success criteria
End of EYFS assessments (Jul 25) show that children in EYFS, particularly those who are disadvantaged or less 'school-ready', have made accelerated progress and successfully transition into Year 1. 7/9 PP pupils achieved GLD. The 2 that did not have identified SEND. Children displaying additional needs have been identified and support put in place, including referrals to external agencies and potential Educational Psychology involvement and Educational, Health and Care Assessment requests.	
Y1 PSC outcomes show that 7/10 PP pupils achieved the standard. The remaining 3 PP pupils have identified SEND needs and have made progress through the RWI scheme. at least in line with national averages	
KS2 Reading & Writing outcomes in show that PP pupils achieved in line with national averages	
Identified families have engaged with a multi-agency approach through Early Help and TAF. We will work further this academic year 25-26 to ensure wider parental engagement.	
The overall absence rate for all pupils of was 93.57% for 24-25, and 0.10% lower for PP pupils. The figures are below national but represent an improvement on the previous year. The percentage of all pupils who are persistently absent was 17%; for PP pupils this was 22%. Although again these represent improvements on the previous academic year, we will continue to focus on attendance in 25-26.	
Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>Qualitative data from student voice, parent surveys and teachers observations</li> <li>Reduction in behaviour incidents/suspensions</li> <li>Learning Mentor has a clear caseload of pupils/families to support with measurable entry and exit data</li> </ul>	
There is a wide variety of enrichment opportunities on offer which are well attended/have good uptake All PP children are regularly accessing a range of enrichment activities	

End of EYFS assessments show that children in EYFS, particularly those who are disadvantaged or less 'school-ready', have made accelerated progress and successfully transition into Year 1.75% of disadvantaged pupils achieved a Good Level of Development.

Children displaying additional needs from Nursery to Year 6 have been identified and support put in place, including referrals to external agencies, Educational Psychology

involvement and Educational, Health and Care Assessment requests.

Y1 PSC outcomes show that disadvantaged pupils achieve at least in line with their peers (73% for all Y1 and PP). Phonics achievement is an improving picture with an upwards 3 year trend and is moving closer to national averages.

KS2 Reading, Writing and Maths combined outcomes in show that disadvantaged pupils achieved below national outcomes (58% PP v 63% All) however the gap is closing.

Attendance is on an upward trend (23-24 91.57%, 24-25 93.87%) . Persistent absence has decreased by 10% and was 18% in 2024-25.

There is a 1.5% gap between PP pupil attendance and all pupils.

There is evidence of support and demonstrable impact for families with attendance and/or punctuality issues as demonstrated by case studies and attendance analysis.

There is a wide variety of enrichment opportunities and clubs on offer which are well attended/have good uptake

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

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