

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	197
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25, 25-26, 26-27
Date this statement was published	Dec 2024
Date on which it will be reviewed	Sep 2025
Statement authorised by	A Barron
Pupil premium lead	A Barron
Governor / Trustee lead	L Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£142, 080

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.
- Ensure all pupils from disadvantaged backgrounds are able to read at the age appropriate standard for the end of Y1 and pass the Phonics Screening check.
- Ensure all pupils reach the end of Year 2 working at at least the expected level in reading, writing and mathematics.
- Improve attendance for those children from disadvantaged backgrounds in a supporting and nurturing manner aiming for all pupils to reach the target of 97%.
- 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 a curriculum enhanced by first hand experiences including school trips and after school clubs

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 non-disadvantaged pupils.
2	In 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 impact children's readiness to learn and therefore their ability to make progress. 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 Reception, including early identification of need..	<p>End of EYFS assessments show that children in Reception, 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 for all pupils</p> <p>KS2 Reading & Writing outcomes to show that disadvantaged pupils achieve at least in line with national averages for all pupils</p>
Disadvantaged pupils will thrive in school due to identified families engaging with early help; this will be via a multi-agency approach.	<p>Identified pupils will achieve their full potential academically, personally and socially.</p> <p>Identified pupils will attend school on daily basis to maximise their learning.</p>
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"> • The overall absence rate for all pupils of 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being 0%. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being below 10%. • There is evidence of support and demonstrable impact for families with attendance and/or punctuality issues
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"> • Qualitative data from student voice, parent surveys and teachers observations • Reduction in negative behaviour incidents • Learning Mentor has a clear caseload of pupils/families to support with measurable

	entry and exit data
All pupils, including disadvantaged pupils regularly access to a range of enrichment opportunities	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
Disadvantaged pupils will thrive in school due to identified families engaging with early help; this will be via a multi-agency approach.	Identified pupils will achieve their full potential academically, personally and socially. Pupils attendance is good and they have what they need to learn.

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 DfE validated Systematic Synthetic Phonics programme 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: Phonics Toolkit Strand Education Endowment Foundation EEF	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 Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1,2,6

<p>Embed training in Maths No Problem to secure stronger teaching & learning in Maths</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>All subject leaders to 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>A subject leader's role is to analyse and build the appropriate provision in their subject, then cultivate the staff's pedagogical content knowledge to maximise learning across their school. 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. Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,6</p>

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
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Provide children in Y4,5&6 with additional Fresh Start phonics program to improve reading</p>	<p>Read, Write Inc Research & Evidence Evaluation Report Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,</p>

fluency and accuracy		
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	EEF Toolkit – 1:1 Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,3
Identified PP children are heard reading 1:1 daily to improve fluency and understanding. Fresh Start intervention used for pupils in Y4-6	EEF Toolkit – 1:1 Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	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 Improving School Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	4

advice. This will involve training for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.		
Learning Mentor Support/Role - Pastoral care – and well-being support to be provided for identified children. NEST Nurture Programme	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 EEF www.educationendowmentfoundation.org.uk)	1,2,6
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,6
To provide numerous enrichment activities for PP children; Breakfast Club, residential, 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3,4,5
Free Breakfast is provided for all disadvantaged pupils and is subsidised for	There is much evidence to state that eating breakfast contributes to increased concentration, improved wellbeing, and behaviour. National school breakfast club programme - www.gov.uk	5

all other children.		
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 2022 to 2023 academic year.

End of KS1 and KS2 assessment data from 2022-2023 shows achievement to be broadly in line with national data in all 3 areas, except for Mathematics. The data further encourages us to continue with our approach of providing additional support for identified year groups for 2024-2025.

With the introduction of NFER standardised assessments in Autumn, Spring and Summer, results have shown a clear improvement in progress and attainment for disadvantaged pupils. These assessments covered maths, English and GPS with the number of disadvantaged pupils achieving EXP+ increasing alongside the average scale score of disadvantaged pupils.

End of Year 1 phonics data was 68% reaching the expected standard which, although below national average, demonstrates a significant improvement from previous years. This will remain a sharp focus in 24-25.

Attendance was a whole-school priority for all of our pupils, including those at a disadvantage. Attendance figures for the academic year showed a discrepancy of - 5% for disadvantaged pupils when compared to attendance of all pupils. In 24-25 we will remain focussed on closing the attendance gap and raising attendance overall.

Due to analysis of the cohort of pupils, with the additional impact of coming out of the pandemic, providing first-hand experiences and extra-curricular activities was another area of focus. We were able to provide opportunities of a residential to all children in Year 6, with a subsidised cost to all pupils and further financial support to disadvantaged/identified pupils. School will continue to provide rich, first-hand experiences that enable pupils to flourish.

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
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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.