

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	207
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 24
Date on which it will be reviewed	July 25
Statement authorised by	Will Gordon (Head of School)
Pupil premium lead	Andrew Davies
Governor / Trustee lead	Steve Row / Mark Benson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,470
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	£29,470

Part A: Pupil Premium Strategy Plan

Statement of intent

At Bishop Martin CE Primary School, our INSPIRE curriculum and Christian vision underpin all that we do and it is our aim to ensure 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 the best possible outcomes academically and to flourish as individuals.

We will consider all of the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are intended to support all pupils regardless of whether they are disadvantaged or not but are chosen with having the greatest effect on our PP children.

High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. According to the DFE this will 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 for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Bridging the attainment gap for Pupil Premium (PP) and disadvantaged children in Key Stage 1 (KS1) and Key Stage 2 (KS2) requires a focused, strategic approach to ensure these students achieve progress that is in line with or exceeds their peers at the end of KS1 and KS2.
2	We aim to develop pupils' characters, supporting pupils' motivation and guiding their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to thrive in our society. Pupil voice and observation has shown that this is an area that needs continued focus and development over time to ensure pupils are motivated and individuals can flourish

3.	<i>Through our time working with, and supporting, our families, it is apparent that strong parental support has a positive impact upon the progress of pupils. We recognise that some families require additional support regarding SEMH, attendance and support for learning.</i>
4.	<i>Attendance data for 2023-24 shows a discrepancy for disadvantaged pupils (95.91%) when compared to attendance of non-disadvantaged (96.67%) Although the discrepancy is small, we are faced with a challenge of maintaining this with a view to closing it further and promoting 100% attendance for all. The national average for attendance in 24-25 (up to 27.09.24) is 94.5%. Despite pupils currently exceeding this, it is crucial to continue to strive for the best attendance possible for all pupils. Exceeding the national average is due to the robust work around attendance within school, as set out in the strategy, and it is part of a continued upward trend.</i>
5.	<i>We will continue to support our pupils in developing their first-hand experiences both in and out of the school setting, ensuring that the strategy provides all our pupils with the life experiences they require to progress and develop.</i>
6.	<i>Parental Engagement - strong parental involvement plays a crucial role in the development of children eligible for PP, supporting their educational, social, and emotional growth. With active support from parents/carers, children are better positioned to make meaningful progress and reach their full potential. This is achieved through regular communication, offering ways for parents/carers to engage with our curriculum, parent/carer workshops, home learning support and a developing positive school culture with a welcoming and inclusive environment where parents/carers feel valued.</i>

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.

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: £ 13,227

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide children in UKS2 with smaller, targeted groups for Maths and English. Use staff specialisms to</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix	1,2

<p>deliver high-quality, personalised sessions for children with various abilities.</p>	<p>Academic data for all children including pupil premium in 2023-2024 is significantly above the national average for KS2. This evidence suggests that our approach of providing additional specialist teachers into Year 6 has had a positive impact.</p>	
<p>To improve the attainment and progress of PP children in Upper Key Stage 1.</p> <p>To use an additional adult within KS1 to support identified PP children with their maths and English.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</p> <p>Academic data for 2023-24 has shown above the national average for KS1. Extra adult support therefore is having a positive impact.</p>	1,2

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

Budgeted cost: £ 10,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the level of PP attainment and fluency within the PSC.</p> <p>Fund teachers/support staff to deliver small group sessions with PP children who would benefit from further support with Phonics.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</p> <p>Research has shown phonics teaching should be matched to pupil's level of skill. Therefore, phonics-based interventions will be provided for identified pupils.</p>	1,2
<p>To improve children's mental wellbeing and behaviour.</p> <p>Provide small, flexible mentoring sessions for identified children. Sessions</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing?utm_source=/news/modelling-social</p>	2,3,4

<p>will aid pupils with their school life and aim to improve behaviour and attitudes to learning.</p> <p>Specialist staff CPD and use of academic mentor to deliver daily sessions.</p>	<p>and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing&utm_medium=search&utm_campaign=site_search&search_term=wellbeing</p> <p>https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf</p> <p>Since the pandemic, research has shown mental health has been negatively impacted.</p> <p>We have identified mentors who will support pupils to improve mental health and wellbeing.</p>	
<p>Interventions that address barriers to learning.</p> <p>Pupil's access 1:1 and small group support across the curriculum. Children's reading level monitored by accelerated reader and improved with Spelling Shed.</p> <p>Maths skills to increase with use of TT rockstars and MyMaths.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Academic data for 2023-24 has shown above the national average for KS1. This evidence, in addition to evidence from our KS2 results, show that additional specialist teachers are having a positive impact.</p>	1,5
<p>Employ Pastoral lead/ academic mentor –</p> <p>Pupils to receive an additional tuition across the school, this will be academic and SEMH support.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teachers and academic mentor working together to identify areas of development for all children in particular PP children. Targeted intervention then takes place and has a positive impact.</p>	1,2

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

Budgeted cost: £5992

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School to provide funding for PP children to attend enrichment activities and provide pupils with various environments to learn and develop new skills.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://schoolsImprovement.net/learning-a-musical-instrument-linked-to-higher-results-in-other-gcses-study-finds/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>Following the evidence above, as a school we will aim to provide rich, character-enhancing opportunities outside of the curriculum for pupils to develop and experience.</p>	4,5
<p>To provide additional IT resources. Targeted children to receive support with using devices at home. Pupils will be able to access online learning platforms and attend any online teaching</p>	<p>https://www.nfer.ac.uk/news-events/nfer-blogs/supporting-pupil-recovery-following-lockdowns/</p> <p>https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf</p> <p>We need to provide additional IT resources wherever necessary has increased. As suggested in the evidence below, technology will be used to support and supplement learning rather than replace other learning activities.</p>	2,3,4,5
<p>To provide support for mental health, well-being and positive behaviour.</p> <p>Pastoral lead to support with staff support and leading interventions.</p> <p>Targeted children to weekly receive support with school dog/guinea pigs to build up confidence and promote positive behaviour such as completing homework and for attendance/punctuality.</p>	<p>https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf</p> <p>Since the pandemic, research has shown mental health has been negatively impacted.</p> <p>We have identified mentors who will support pupils to improve mental health and wellbeing.</p>	2,3
<p>Support pupils' social, emotional and behavioural</p>	<p>https://www.traumainformedschools.co.uk/home/evidence-base</p>	2 and 5

<p><i>needs through trauma-informed practice.</i></p>	<p><i>Staff to have access to LDST staff who have been Identified and will complete a 'Diploma in Trauma and Mental Health Informed Schools and Communities' and share these expertise amongst wider staff team.</i></p>	
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Total budgeted cost: £ 29,470

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 2023 to 2024 academic year.

High Quality Teaching

End of KS2 assessment data from 2023-2024 shows to be significantly above national data in all 3 areas. Children in Year 6 were split into smaller teaching groups for Maths, English and Reading. The children stated – “Working in a smaller group allowed me to feel confident in my learning and I could get further help when I needed it”. Children working in the smaller groups made accelerated progress compared to when they worked in large cohorts.

End of KS1 assessment data shows maths and writing to be significantly above national data. Reading data is also above national average. A breakdown of this can be found on the school website. That data further encourages us to continue with our approach of providing additional specialist teacher into identified year groups for 2024-2025.

<https://www.bishopmartince.co.uk/page/dataresults/44541>

Targeted Academic Support

Children who took part in reading interventions did make significant progress and were able to succeed on the course. Children’s progression increased compared to their peers and the children on the reading support programme passed the phonics screening test. We will be continuing to train staff to focus on the Reading Recovery programme as additional to the specialist teachers to further enhance our teaching of reading across KS1 and KS2 for the current academic year.

We have found swapping from a school-based tutor to a full-time academic mentor a success in its second year. The academic mentor has become an integral part of school life. They have been able to work with over 50% of the schools’ pupils and spent time with all PP children. She delivered academic intervention in Maths, English and Phonics plus social and mental health interventions. The end of year data across the school from completing NFER and end of KS1/KS2 results have shown a further positive impact on the children’s scores compared to pupils who did not receive further intervention from the academic mentor.

Wider Strategies

Attendance was a whole-school priority for all our pupils, including disadvantaged pupils. Attendance figures for 2023-24 is 97%, our disadvantaged pupil’s attendance was only 1% lower than the school average. We finished the year with 1 child as a persistent absentee but this was due to a medical illness and until then this individual has made progress on previous year’s attendance. The school’s attendance figures were strong compared to national and trust data, but we will remain focussed on closing the attendance gap.

Following analysis of the cohort of pupils, with the additional impact of the pandemic, providing first-hand experiences and extra-curricular activities was another area of focus. All children from Years 2 to 6 had the opportunity to participate in our planned residential offerings with a subsidised cost to all pupils and further financial support to disadvantaged/identified pupils. This enabled uptake in the offer to increase to 100% of our disadvantaged pupils in Years 2 to 6 attending at least one residential. School will continue to provide rich, first-hand experiences that enable pupils to flourish in all aspects of life. Our INSPIRE plus curriculum was a success with 100% of disadvantaged children attending at least 1 after school club during the academic year. Pupil voice gathered showed how attitudes towards

school have increased due to the excellent opportunities we provide our children. The children have enjoyed having an input into the clubs they can attend. They also enjoy the amazing residential that they have access to – “we get to experience things that we would normally never do”.

It is noted that the outcomes identified within this strategy are on course to be met by the end of this plan.

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