

Pupil premium strategy statement:

Bishopton Primary School



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	38.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26
Date this statement was published	18-11-2025
Date on which it will be reviewed	08/07/2025
Statement authorised by	Vanessa Charman
Pupil premium lead	Vanessa Charman
Governor lead	Sam Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,075
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£188,075

Part A: Pupil premium strategy plan

Statement of intent

At Bishopton Primary School our intention is that all pupils, irrespective of their background should make good levels of progress and achieve their full potential across all subjects. Alongside this, we want our children to develop the skills and confidence to learn

Our Pupil Premium strategy focuses on areas where disadvantaged pupils require the most support, identifying barriers to learning and strategies to remove these barriers. Our whole school approach ensures all staff take responsibility for disadvantage pupils' and raises expectations of what they can achieve.

We believe that:

- All children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides.
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (or have been in receipt thereof) will be socially disadvantaged.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our Pupil Premium funding will be spent in a variety of ways, to benefit the diversity of interests and needs of our children.
- Our Pupil Premium funding will be spent according to 'best value principles' and related to activities which research suggests will make the very best of the finances available.
- Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

The overarching objectives of our pupil premium strategy are:

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
2. For all our disadvantaged pupils to make at least nationally expected progress
3. To prioritise our children's mental health and well-being and provide support for those children facing additional challenge in their lives.
4. To ensure that our disadvantaged children have good levels of attendance.

Challenges

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

Challenge number	Detail of challenge
1	Poor basic literacy skills on entry are lower for pupils eligible for PP funding.
2	PP children often do not have access to resources and activities.
3	Social, emotional and mental health needs (including behaviour and attitudes to learning).
4	Attendance lower than the schools average
5	Narrowing the attainment gap across Reading, Writing and Maths

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
Improve oral language and basic reading and phonics skills. By increased opportunities for access to reading and phonics at both school and home.	Pupils make accelerated progress in the areas of reading and phonics so that any gap in progress and attainment closes. All PP pupils have access to good quality class texts and have developed, through explicit teaching, higher order inference and deduction skills. Children's reading skills improve overall, and therefore, so does their imagination and vocabulary. The continuation of the '90 books' drive to encourage high quality literature to be borrowed and enjoyed will be funded through applications for different grants
Children make good progress with writing and maths. Both writing and maths are areas which children see that they are successful at and motivated to achieve well. They speak positively about writing and maths opportunities across the school.	Pupils make accelerated progress in the areas of writing and maths so that any gap in progress and attainment closes. Pupils have the opportunity to meet authors during the year to inspire them to become better writers and to give them a purpose for writing. Pupil voice shows children's love of the subjects
Pupils develop and show resilience, positive self-esteem and independence through targeted interventions, parental engagement and extended school and enrichment opportunities.	Pupils are ready to learn in class without the need for formal intervention. The number of interventions to ensure pupils are ready to learn is reduced. Pupils eligible for PP make as much progress as other pupils in all areas of the curriculum. Barriers to learning identified and self-esteem is raised. Pupils are supported in the development of their confidence and character. Pupils demonstrate more resilient behaviours in a range of situations. Evidence of raised aspirations and more independent pupil choice. Pupils attend events and / or visit places they would not usually be exposed to. Disadvantaged children are selected to become Wellbeing ambassadors
Attendance of disadvantaged pupils continues to improve and is closer to the school average.	Families receive the required support from school and Warwickshire attendance service to enable children to have full access to their education. Attendance of disadvantaged children increases
Targeted quality first teaching and planned interventions ensures gaps in learning between peers diminish and attainment rises to levels that are closer to school average.	Summative and formative assessment is used to inform teaching and plan targeted interventions Pupils will make (or exceed) expected progress. Gaps in attainment decrease due to increased progress

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

Budgeted cost: **£59,075**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority on LIP and PM for all teachers and TAs. All staff take responsibility for the attainment and progress of vulnerable groups and strive to close the gaps through quality first teaching.	The Sutton Trust – What makes great teachers report (https://www.suttontrust.com/our-research/great-teaching/)	1,2,3,4,5
Use of SONAR assessment tracker ensures pupil progress is tracked thoroughly and used to inform teaching Professional discussions held regularly about pupil progress. Vulnerable groups tracked and gaps identified early Intervention put in place and impact monitored	EEF Attainment measures in literacy, mathematics and science evidence review(https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science)	1,2,5
Investment in CPD for staff with our chosen phonic scheme Weak areas quickly identified and addressed to close gaps with all staff that are trained to deliver RWI	EEF Teaching and Learning Toolkit – Phonics: High impact for very low cost based on very extensive evidence +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)	1,2,5
CPD provided for Teachers and teaching assistants on early language and listening, reading skills, comprehension and Early maths Regular training held for class and 1:1 TAs and support staff. Understanding and knowledge of early reading teaching developed and used with children through both quality first teaching and intervention.	EEF Early years and KS1 Preparing for Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years) Improving Literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Improving Maths in EYFS and KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1,2,5
Teachers trained as wellbeing ambassadors to support staff and children Whole school approach to wellbeing developed. Two teachers lead this and wellbeing ambassadors set up within staff and pupils.	EEF Improving social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se l	3,4

Trained teaching staff used to support and ensure high quality delivery of Maths & English across the school English & Maths lead have dedicated time to ensure high and consistent standards of delivery are maintained across the school ½ day each for 11 weeks (Spring term)	The Sutton Trust – Developing teachers report (https://www.suttontrust.com/our-research/developing-teachers-professional-development-pupil-attainment/)	1,2,5
Increased allocation of SENDCO to support children and families Dedicated and protected time allocated to SENDCO to ensure that children, staff and families are supported.	The Sutton Trust https://www.suttontrust.com/our-research/double-disadvantage/	1,3,4,5

Targeted academic support

Budgeted cost: £79,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide increased levels of support from specialist services: Access to regular Specialist Teacher Service visits, Educational psychologist and Speech and Language service. Provide responsive support for SEMH (Social, Emotional and Mental Health). Designated person to oversee MHST referrals and parental meetings Weekly support from the school counsellor to address emotional wellbeing.	EEF Improving social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Sutton Trust https://www.suttontrust.com/our-research/double-disadvantage/	1,2,3,4,5
Curriculum resources used to enable staff to prioritise wellbeing through PSHE lessons: All children have access to high quality wellbeing and PSHE teaching and resources	EEF Improving social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2,3,4
Maths intervention TA's lead class based and small group intervention targeted on need.	EEF Early years and KS1 mathematics teaching Evidence Review (https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching) EEF Teaching and Learning Toolkit – Teaching assistant interventions (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	1,2,5

	toolkit/teaching-assistant-interventions EEF Boosting children's early maths https://educationendowmentfoundation.org.uk/news/evaluating-early-years-maths	
English intervention Intervention for Y3&4 English and phonics Additional literacy skills interventions led by class TAs across all year groups. Additional phonics led by teacher ½ day a week for 11 weeks (Spring term)	EEF Teaching and Learning Toolkit – Reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF Teaching and Learning Toolkit – Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,5
1:1 academic and social/emotional support for targeted children Some PP children have 1:1 support provided for them during the school day. These adults support the children with any behaviour and social/emotional difficulties. They also provide structured academic support, aiming to catch them up with their peers and assist progress in English and Maths.	EEF Teaching and Learning Toolkit – Metacognition and Self Regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation EEF Teaching and Learning Toolkit – Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2,3,4

Wider strategies

Budgeted cost: £49,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities: Specialist music tuition offered free of charge to children currently claiming FSM and subsidised to PP pupils on a case-by-case basis. This included 'Rocksteady' participation. Funded after-school clubs for football, cricket & dance for children entitled to FSM. Funded school visits for children (including residential visits) enabling all to attend Subsidised school visits for PP pupils Fund transport to swimming lessons for children entitled to FSM.	EEF Teaching and Learning Toolkit – Parental Engagement (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)	2,3,4
Provide pastoral support for children and families EPATT training for 15 TA's from Edpsych Staff trained to deliver Early Help / Support to families in need	EEF Teaching and Learning Toolkit – Parental Engagement (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)	1,3,4
Provide 'uniform bundles' as required: All children have access to school uniform	EEF Teaching and Learning Toolkit – Parental Engagement (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)	2,3,4
Contribute towards Midday Supervision team members: Midday staff to support and work alongside children during their lunch break to support wellbeing, socialisation and language development	EEF Improving social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3,4
Staff deployed to oversee Pupil Premium, Wellbeing, Pupil progress, attendance and Early support Key staff allocated dedicated time to support our disadvantaged children to raise levels of pupil wellbeing and attendance Warwickshire Attendance Service used to support staff and families to drive up school attendance.	EEF Attendance interventions rapid evidence assessment (https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment) EEF Improving social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2,3,4

Total budgeted cost: £188,075

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Year 6 group of disadvantaged pupils in the 2024 to 2025 academic year contained 22 pupils. This represented 37% of the total cohort. The information below has been collated based on end of Year Key stage 2 results for disadvantaged pupils.

	School	National
Reading	73%	68%
Writing	55%	59%
Maths	73%	61%
RWM	55%	47%

Our data shows that children perform well in Reading and Maths compared to National. Writing remains a whole school priority for development in 2025-26.

Externally provided programmes

Programme	Provider
Reading Eggs	3P Learning Ltd
Mathletics	3P Learning Ltd
RWI reading books online	Oxford university Press
Jigsaw	Jigsaw Ltd