



Bishop's Castle Primary School 2024-25 Pupil Premium Strategy & 2023-24 Impact Statement



This statement details our school's use of pupil premium for the 2023 to 2024 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2024-2025, 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's Castle
Number of pupils in school 2024-2025	132
Proportion (%) of pupil premium eligible pupils	20.5% (27)
Proportion (%) of pupil premium eligible pupils, service children & post LAC	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Phil Poulton
Pupil premium lead	Rebecca Manning
Governor / Trustee lead	Andrew Teale

Funding overview (24-25)

Detail	Amount
Pupil premium funding allocation this academic year Funded on 23-24 NOR census	£ 60,680
Recovery premium has been pooled at MAT level to support CPD initiatives and training for teaching & learning, safeguarding and early years.	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£60,680

Part A: Pupil premium strategy plan

Statement of intent

The principles:

At Bishops Castle Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We believe that with the correct support all pupils can achieve this if the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure disadvantaged pupils to reach age related expectations in Y6.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

We will focus on high quality teaching with an individualised approach to addressing barriers to learning and emotional support.

Barriers to learning include:

- Poor attendance
- Poor language and vocabulary and reading which impacts on all areas of the curriculum.
- Learning gaps – Covid, prior experiences
- Parental engagement and adverse childhood experiences

Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will use a range of strategies outlined in the EEF guidance documentation including:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips/visits, residential, first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities at lunchtime and beyond the school day.

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills on entry to EYFS, and lack of access to higher order language and conversation.
2	Lack of early reading experiences, resulting in low success in reading, and weaker development of basic skills, phonic, handwriting and number.
3	Low attainment in reading, writing and maths Children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
4	Low attendance and persistent absenteeism of some disadvantaged children causing a negative effect on attainment and progress
5	Mental health and wellbeing issues are more prevalent among our PP children and their families

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
Improved language and vocabulary and reading skills.	Standards in reading are at national for Y2 and Y6 Standards in phonics are at national or above for Y1 and Y2
Improved writing attainment and accelerated progress	Standards in writing are at national for Y2 and Y6 including at greater depth
Improved maths attainment and accelerated progress	Standards in maths are at national for Y2 Y6 including at greater depth. Standards in Y4 multiplication check are at national
Attendance is good	Overall attendance is in line with all children. Attendance is in line with national. PA is in line with national

Children's well-being is good	<p>All children have access to additional individual support for their mental health and wellbeing.</p> <p>All children and have their social and emotional needs met.</p> <p>Children can access learning and develop resilience because of interventions.</p>
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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: £ 13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and reading</p> <p>Little Wandle Phonics teaching programme in place across the school in EYFS/KS1</p> <p>CPD and leadership/teaching support.</p> <p>Allocation of funds for subscriptions (reading and spelling) and high-quality reading texts for EYFS and KS1.</p>	<p>EEF -Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF – evidence suggests reading comprehension strategies can impact by 6months +</p>	1,2,3
<p>Quality First Teaching and Curriculum development.</p> <p>CPD funds allocated to ongoing training of Teachers and Teaching Assistants</p> <p>Talk For Writing</p> <p>Reading CPD</p> <p>TA CPD reading writing and maths</p> <p>Foundation curriculum development</p> <p>Teacher coaching/ mentoring support model in place.</p> <p>Implementation of a comprehensive assessment system across reading, writing, maths and foundation subjects</p>	<p>Quality teaching at least good every day.</p> <p>CPD has a greater impact on standards than other interventions and solutions.</p> <p>Assessment data internal/ external indicates this is an ongoing area of need.</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	1,2,3,4

Development of maths teaching NCTEM Mastering numbers Ks1 Sustaining Mastery teaching and leadership	The impact of mastery learning approaches is an additional five-month progress, on average, over the course of a year	1,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading/ maths support Before and after school targeted support in reading, maths across the school lead by experienced staff.	EEF research shows moderate impact Internal data indicates gaps in learning to be addressed.	2,3
1:1 Small group and intervention support (RWM) with a focus on Keep up not Catch up in daily sessions led by experienced well trained practitioners	EEF research shows moderate impact Internal data indicates gaps in learning to be addressed.	2,3
Phonics intervention and support target support across EY/Ks1 and Ks2	EEF Phonic approaches have been consistently found to support children mastering the basics of reading. (5+ months)	2,3
Speech and Language Targeted support for children identified with additional speech and language needs. Nuffield Early Language Intervention Talk Boost programme Ks 1 and Ks2	EEF research on one to one and small group provision/ intervention 1:1 tuition can impact by 5+ months EEF one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.	2
Intervention programmes Provide targeted structured interventions 1,2,3 maths, Spelling Bee, Mathletics, Times tables Rock Stars	Step by step approach, filling the gaps in a child's knowledge. Internal data and information show children working below expected have specific gas in knowledge	1,2,3

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

Budgeted cost: £31,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Partnership with EWO Attendance and inclusion team SLA Targeted work with families</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>EEF- personalised planning is proved to be effective</p>	4
<p>Mental health and wellbeing support Wellbeing lead in place Participation Senior mental health training programme SENCO one day per week Teacher / TA release for pastoral support/ DSL role Wellbeing room Pastoral support interventions School counsellor employed 1 day a week.</p>	<p>EEF- social and emotional learning can impact on pupil progress 4+ months DFE guidance following covid</p>	3,4,5
<p>Support for vulnerable families and children (Early Help) Provided by Wellbeing lead/ Safeguarding leads SENCo</p>	<p>EEF- social and emotional learning can impact on pupil progress 4+ months. DFE guidance following covid</p>	3,4,5
<p>Pastoral /wellbeing Interventions delivered by support staff.</p>	<p>EEF- social and emotional learning can impact on pupil progress 4+ months</p>	5
<p>Free Breakfast club for all Pupil Premium children daily.</p>	<p>NFER research EEF - Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p>	3,4,5

	<p>It ensures pupils are fed and ready to learn</p> <p>Improves attendance, punctuality, wellbeing.</p>	
<p>Inclusion funding</p> <p>Financial support for voluntary activities</p> <p>Enrichment/ extra – curricular activities</p> <p>Residential/ Visits</p> <p>Purchasing school uniform, equipment etc.</p>	<p>All children have equal opportunities.</p> <p>Research shows that pupils taking part in extra- curricular/ curriculum enhancement activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners.</p> <p>Pupils are given opportunities to access activities which will engage and inspire them.</p>	5

Total budgeted cost: £ 60,680

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

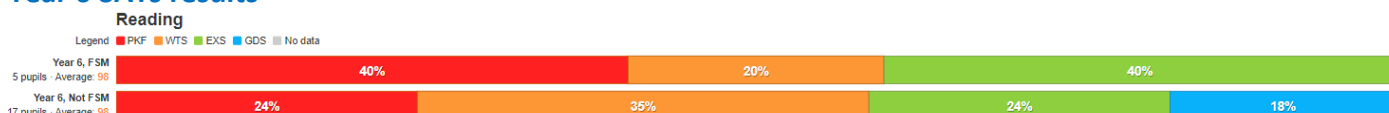
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

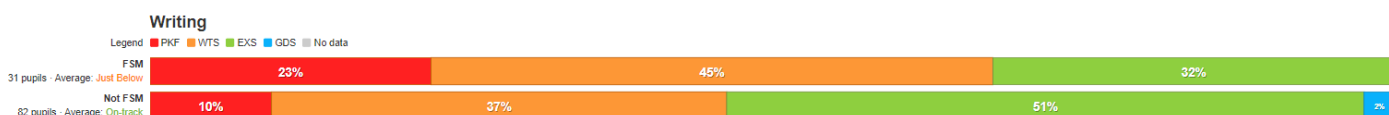
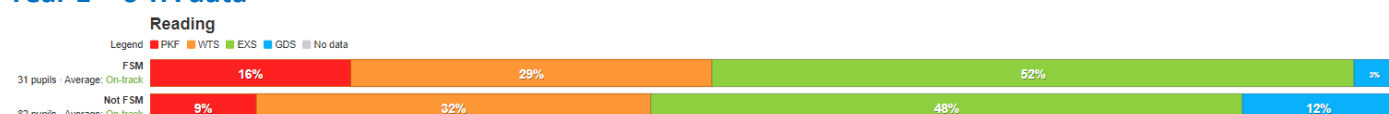
Year 1 Phonics



Year 6 SATs results



Year 1 – 6 TA data



EYFS Data



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
Talk for writing	Pie Corbett
NELI	Nuffield
Mastery Maths	NCTEM/ White Rose
Little Wandle phonics	
1,2,3 maths	1,2,3 learning
Mathletics	