



Bishop's Castle Primary School

2025-26 Pupil Premium Strategy

& 2024-25 Impact Statement



This statement details our school's use of pupil premium for the 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2026-2027, 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 Primary School
Number of pupils in 2025-26	133 pupils in Reception-Year 6
Pupil premium cohort 2026-27	33 pupils in 2026-27: Year 1: 1; Year 2: 5; Year 3: 7; Year 4: 7; Year 5: 6; Year 6: 7
2026-27 cohort demographic	100% FSM; 61% SEND (20 pupils); 45% summer-born (15); 33% not homegrown (11); 3% EAL (1); average learning-barrier score 4.0; no pupil recorded as ever in care
Academic year/years that our current pupil premium strategy plan covers	2025-2028 (3-year plans are recommended)
Date published	July 2026
Statement authorised by	Katie Froggatt
Reviewed	July 2026 Rebecca Manning
Pupil premium lead	Rebecca Manning July 2027
Governor / trustee lead	Andrew Teale

Cohort demographic comparison

Measure	2025-26 review cohort	2026-27 planning cohort
Number and year groups	41 pupils: R 1, Y1 5, Y2 7, Y3 7, Y4 6, Y5 7, Y6 8	33 pupils: Y1 1, Y2 5, Y3 7, Y4 7, Y5 6, Y6 7;
Learning-barrier score	Average 5.0	Average 4.0
FSM	40/41 (98%)	33/33 (100%)
SEND	24/41 (59%)	20/33 (61%)
Summer-born	21/41 (51%)	15/33 (45%)
EAL	1/41 (2%)	1/33 (3%)
Not homegrown	16/41 (39%)	11/33 (33%)
Persistent absence flag	9/41 (22%)	0/33 when data produced
Attendance below national	22/41 (54%)	0/33 when data produced
Ever in care	0/41	0/33

2026-27 funding overview

Detail	Amount
2025-26 allocation	£49,995
Census cohort for 2026-27 funding	33 pupils on roll in 2026-27,
2026-27 working allocation	£63,550: 41 pupils × £1,550 primary FSM Ever 6 rate (25-26 census)
Carried forward	£0 assumed
Total planned activity allocations	£63,550

Part A: Pupil premium strategy plan

Statement of intent

The principles:

At Bishops Castle Primary School, 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
- Limited language, vocabulary and reading experiences
- Gaps in learning due to COVID and prior experiences
- Reduced parental engagement and adverse childhood experiences
- Increased mental health and wellbeing needs

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: Little Wandle phonics, reading, NCETM Maths hub, Talk for Writing, Mary Myatt
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Pastoral Lead to support with attendance, family support and well-being
- School counsellor
- 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.

2025-26 evidence overview

Measure	Bishop's Castle baseline	Implication for 2026-27
Attendance	PP 91.9%; non-PP 95.5%: gap 3.6%. PP persistent absence 22.0% versus 10.9%.	Attendance is a central barrier. The Family Support Worker/Attendance Lead will drive weekly review, early family contact and individual plans.
Reading	PP: 49% at/above expected (39% EXS, 10% GDS); non-PP: 68%. Gap 19%.	Little Wandle, ERIC, explicit comprehension and reading for pleasure need consistent implementation and targeted follow-up.
Writing	PP: 46% at expected and 0% GDS; non-PP: 70% at/above expected. Gap 24%.	Pie Corbett's Talk for Writing remains a teaching priority, with oral rehearsal, model texts, sentence work and independent application.
Mathematics	PP: 49% at/above expected (39% EXS, 10% GDS); non-PP: 67%. Gap 18%.	Maths Hub professional development, responsive teaching and diagnostic pre-teaching remain appropriate.
EYFS	One Reception PP pupil, who did not achieve GDL	Prioritise language, communication, early reading and number, including NELI where screening identifies need.
Year 1 phonics	Five PP pupils: average score 32; 40% EXS, 40% WTS and 20% no data.	Strengthen Little Wandle fidelity, rapid keep-up and close attendance follow-up.
Year 4 MTC	Six PP pupils: average 20.8 versus 24.3 for non-PP; 50% EXS and 17% GDS.	Build automaticity and connect recall to multiplication, division and reasoning through the Maths Hub approach.
SEND / wellbeing	58.5% of PP pupils have SEND; SEMH is the most common recorded specific need (19.5%).	Adaptive teaching, SENCO alignment, pastoral support and measurable intervention goals are essential.

Challenges

Challenge	Detail
1	Weak language, vocabulary and limited higher-order conversation affect comprehension, writing and curriculum access.
2	Limited early reading experience and inconsistent fluency, phonics and reading habits reduce success in reading.
3	Attainment is below the non-PP group in reading, writing and maths; gaps are largest in writing.
4	Low attendance and persistent absence are substantial barriers: PP attendance is 3.6pp below non-PP and PP persistent absence is more than double the non-PP rate.
5	Mental health, wellbeing and adverse childhood experiences can affect regulation, resilience, behaviour and engagement.
6	The high overlap with SEND requires carefully adapted teaching and joined-up provision: 20 of 33 pupils (61%) in the 2026-27 cohort have SEND.
7	Limited cultural capital and financial barriers can reduce access to enrichment, residential, clubs, equipment and first-hand learning.

Intended outcomes and measurable success criteria

Outcome	Success criteria by July 2027
Language and reading improve	At least 70% of PP pupils make expected or better reading progress from September baselines; the PP/non-PP expected-standard gap reduces from 19% to no more than 10%; all identified early-language pupils have baseline, reviewed provision and exit evidence.
Writing accelerates	At least 70% make expected or better progress; the expected-standard gap reduces from 24% to no more than 10%; work scrutiny shows increasing independent use of taught structures, vocabulary and spelling.
Mathematics accelerates	At least 70% make expected or better progress; the expected-standard gap reduces from 18% to no more than 10%; Year 4 MTC average rises from 20.8 and identified number gaps reduce.

Outcome	Success criteria by July 2027
Attendance improves	PP attendance rises from 91.9% to at least 94.0%; the gap to non-PP reduces from 3.6% to no more than 1.5%; PP persistent absence falls from 22.0% to no more than 15%; pupils below 90% have an individual plan and demonstrate improved attendance.
Wellbeing and engagement improve	100% of identified pupils can access Family Support Worker, pastoral, counselling or nurture help; at least 80% of completed interventions show improvement against an entry/exit goal.
Participation is equitable	100% of PP pupils are offered funded access to curriculum visits and residentials, breakfast where needed, and at least one club, performance, responsibility, sporting or cultural opportunity; take-up and barriers are tracked.

Activity in academic year 2026-27

The strategies are retained from the school's established model and sharpened in response to the Bishop's Castle evidence. Activity allocations total the £63,550 working grant based on the 41-pupil 2025-26 census cohort. All figures must be reconciled to the final DfE allocation.

Teaching

Activity	Evidence and implementation	Challenges	Cost
High-quality inclusive teaching and assessment	PP-first pupil-progress cycles, adaptive teaching, explicit instruction, feedback, SEND alignment and consistent assessment. Leaders check implementation and pupil response.	1, 2, 3, 6	£5,100
Pie Corbett's Talk for Writing	Training, coaching and resources for oral rehearsal, model texts, vocabulary, sentence construction, spelling and independent application; half-termly book scrutiny.	1, 2, 3	£4,450
Little Wandle phonics	Subscription, decodable books, staff development, leadership checks, daily teaching and rapid keep-up from Reception through pupils who still require phonics.	1, 2, 3	£2,800
ERIC and reading for pleasure	ERIC (Everyone Reading In Class), protected daily reading, high-quality texts, reading aloud, book talk, recommendations, library access and family engagement.	1, 2, 7	£2,550
The Maths Hub	Professional development and sustained mastery teaching using consistent representations, mathematical language, number sense, fluency and multiplicative reasoning.	1, 3, 6	£2,500

Teaching working allocation: £17,400

Targeted academic support

Activity	Delivery and impact measure	Challenges	Cost
Reading and maths tuition	Before/after-school or in-day targeted support led by experienced staff; diagnostic entry point, attendance/dosage and six-week review.	2, 3	£5,100

Activity	Delivery and impact measure	Challenges	Cost
1:1 and small-group keep-up	Short, frequent teaching linked to current classroom learning in reading, writing and maths; stop, adapt or continue after reviewed evidence.	2, 3, 6	£5,700
Little Wandle rapid keep-up	Assessment-led phonics intervention across EYFS, KS1 and older pupils where required; fidelity and decodable practice checked.	2, 3	£3,200
NELI / speech and language	NELI for Reception pupils identified through screening, plus targeted speech-language support and Talk Boost where appropriately assessed; classroom transfer reviewed.	1, 2, 6	£2,550
Structured programmes	Selected use of 1,2,3 Maths, Spelling Shed, Mathletics and Times Tables Rock Stars where diagnostic evidence identifies a specific gap; impact reviewed rather than programme usage alone.	1, 2, 3	£4,050

Targeted academic support working allocation: £20,600

Wider strategies

Activity	Delivery and impact measure	Challenges	Cost
Family Support Worker / Attendance Lead	Weekly PP/non-PP dashboard; first-day response; targeted family work; individual attendance plans; early help and EWO/inclusion links; monitor punctuality, PA and pupils below 90%.	4, 5	£10,150
Pastoral, counselling and nurture support	Pastoral lead, counsellor, ELSA, Lego Therapy, wellbeing space and SENCO coordination; each intervention has goal, baseline, review and exit evidence.	3, 4, 5, 6	£8,900
Free breakfast provision	Daily offer for PP pupils where needed to support readiness, punctuality, attendance and family circumstances; take-up and impact reviewed.	4, 5	£1,900

Activity	Delivery and impact measure	Challenges	Cost
Inclusion and cultural capital	Visits, residentials, clubs, visitors, uniform, equipment and first-hand experiences; audit participation and follow up non-take-up.	5, 7	£4,600

Wider strategies working allocation: £25,550

Total planned 2026-27 allocation: £63,550

Implementation and monitoring

When	What will be checked	Responsibility / evidence
September 2026	Confirm grant and pupil eligibility; baseline attainment, reading/phonics, language, attendance, SEND and wellbeing; agree pupil-level barriers and provision.	Headteacher, PP lead, SENCO, Family Support Worker/Attendance Lead; grant statement and provision map.
Weekly	PP/non-PP attendance, persistent absence, pupils below 90/95%, lateness and emerging patterns; record contact and response.	Family Support Worker/Attendance Lead; attendance dashboard and case notes.
Every 3-6 weeks	Intervention attendance, dosage, fidelity and response; stop/adapt/continue decision.	Intervention lead, class teacher and PP lead; entry/review/exit record.
Half-termly	Reading, writing and maths progress; books; phonics; pupil voice; reading habits; enrichment participation.	Teachers and subject leaders; pupil-progress meeting.
Termly	Implementation of Little Wandle, ERIC, reading for pleasure, Talk for Writing and Maths Hub approaches; spend against budget.	Headteacher, PP lead, governors/trustees; monitoring report.
July 2027	Evaluate outcomes, attendance, participation and value for money; identify continuation, adaptation or cessation.	Published impact review supported by pupil-level evidence.

Part B: Review of outcomes and expenditure in 2025-26

The review evaluates the provision recorded in the 2025-26 pupil premium statement against the 2025-26 Bishop's Castle attainment, phonics, EYFS, multiplication, and attendance data.

Headline outcomes

Area	2025-26 outcome	Evaluation
Attendance	PP 91.9% vs non-PP 95.5%; PP PA 22.0% vs 10.9%. Eight PP pupils missed 15-18 days and eight missed 19+ days.	Intended outcome not fully achieved. Attendance and PA remain substantial barriers and require future intervention.
Reading	PP 49% at/above expected vs 68% non-PP. Year 1 PP phonics average 32; 40% EXS, 40% WTS, 20% no data.	Partial impact. Continue Little Wandle and targeted support; strengthen fidelity, ERIC, comprehension, reading for pleasure and intervention evaluation.
Writing	PP 46% at expected, 0% GDS, versus 70% non-PP at/above expected.	Intended outcome not fully achieved. Pie Corbett's Talk for Writing remains appropriate but needs coaching, consistent implementation and evidence of independent application.
Mathematics	PP 49% at/above expected vs 67% non-PP. Year 4 MTC average 20.8 vs 24.3 non-PP.	Partial impact. Retain Maths Hub mastery and targeted tuition, with sharper diagnosis and transfer from fluency practice to reasoning.
EYFS / language	The one PP Reception pupil was below expected (did not achieve GLD) and had very low attendance in the demographic report.	Early language, reading, number and attendance must be addressed together; add NELI where screening identifies need.
SEND / wellbeing	24/41 PP pupils had SEND, including five EHC plans; SEMH was the most frequent specific need.	Pastoral and adaptive provision remain essential. Impact should be evidenced through individual goals and classroom engagement, not provision records alone.
Cultural capital	Funding provided trips, residentials, clubs, uniform and equipment; no participation dataset was supplied.	Relevant provision, but impact cannot be securely evaluated. Track offers, take-up, non-participation and pupil voice in 2026-27.

Review of 2025-26 expenditure

Category / cost	Provision in the 2025-26 statement	Impact and decision for 2026-27
Teaching — £13,700	Little Wandle; reading and spelling resources; Talk for Writing; reading/TA CPD; curriculum and Insight assessment; Maths Hub mastery; high-challenge task design.	Some secure outcomes, but group gaps remained 18-24% and phonics was not secure for all. Retain the strategies with explicit implementation checks, PP-first monitoring and sharper reading/writing/maths outcomes.
Targeted support — £16,200	Reading/maths support; 1:1 and small groups; phonics; NELI/Talk Boost; structured programmes including 1,2,3 Maths, Spelling Shed, and Times Tables Rock Stars.	Support was appropriately aligned with identified gaps, but overall outcomes and attendance show uneven impact. Continue only with approaches with clear and regular assessment and tracking APDR approach.
Wider strategies — £20,095	Attendance/EWO work; pastoral lead; counselling; SENCO, wellbeing room, ELSA and Lego Therapy; Early Help; breakfast; inclusion and enrichment funding.	Need remained high: PP attendance was 91.9% and PA 22%. Retain and strengthen through Family Support Worker/Attendance Lead, weekly comparative data and individual plans. Track wellbeing and enrichment outcomes.
Total — £49,995	Full 2025-26 planned allocation.	Strong rationale outcomes indicate the strategy did not yet fully close academic or attendance gaps. 2026-27 keeps the provision while improving precision, assessment and evaluation.

Evidence and reference links

Department for Education — Pupil premium 2026-27: <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2026-to-2027/pupil-premium-2026-to-2027-technical-note>

Education Endowment Foundation — Nuffield Early Language Intervention: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli>

Maths Hub — Mastering Number at Reception and KS1: <https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/>

Education Endowment Foundation — Teaching and Learning Toolkit:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

School evidence used: Pupil premium statement 2025-26; 2025-26 Reception-Year 6 PP/non-PP attainment; PP/non-PP attendance; PP demographics; Year 1 phonics; Reception EYFSP; Year 4 multiplication tables check; 2025-26 PP pupil group list; and 2026-27 PP planning group list.