

Pupil premium strategy statement – Bishop’s C of E Primary School 2024-2027

This statement details our school’s use of pupil premium (and recovery premium for the 2024-2027 academic years) 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 impact of last year’s spending of pupil premium had within our school.

2025-26 updates

School overview

Detail	Data
School name	Bishop’s Primary School
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	39.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2024 Updated December 2025
Date on which it will be reviewed	December 2025 December 2026
Statement authorised by	Clare Marriott Amy Thompson
Pupil premium lead	Clare Marriott Amy Thompson
Governor / Trustee lead	Kerry Lord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 226,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 226,440

Part A: Pupil premium strategy plan

Statement of intent

Bishop's Primary School is based at the Josephine Butler Campus in Ashington alongside Duke's Secondary School, Castle School and the NCEA Trust headquarters. We serve the wards of Ashington Central, College and Hirst and have capacity for 510 children aged 2 - 11 years.

At Bishop's Primary, we celebrate the uniqueness and talents of every child. Our team of professionals care about the children in our care and we have high expectations of behaviour and achievement in all areas and therefore focus equally on the personal, social and academic development of all of our pupils. Our state-of-the-art campus boasts a range of facilities and opportunities both indoors and outdoors to provide a stimulating and exciting learning environment.

We depend on the support and cooperation of our parents and carers, in a shared responsibility, to nurture each child through their educational growth.

We recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. The ability to learn is underpinned by quality first teaching, the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Reading and the love of books are key to the work we do and this is prioritised through our choice of school book, our libraries, our linked activities and the text focus for each line of enquiry in our planning. We encourage all children to be good communicators and aim to develop vocabulary and communication skills across all areas of the curriculum. This is particularly important for our disadvantaged pupils who have lower starting points in communication than non-disadvantaged children. We aim for all children to be fluent readers by the end of Key Stage 1 in order that they can develop their interests independently across the curriculum through use of our classroom Enquiry books and our school library.

We develop social, emotional and behavioural skills through an alternative curriculum, where children can work in small groups in Forest School activities, gardening and animal husbandry.

Our strategy is based on high-quality teaching and assessment, where knowledge gaps are identified quickly and strategies enable children to catch up to age related expectations. This includes social and emotional support and access to enhanced opportunities for visits, activities and wider offer. To ensure that the needs of individual and small groups of children can be met within the environment of quality first teaching, supported by targeted, proven interventions where appropriate.

With these foundations, starting in our 2-year old provision and continuing as the children journey through to year 6, it is our intention that the children will go on to confidently take up their places in society and live happily, healthily and successfully.

Challenges

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

Challenge number	Detail of challenge
1	Absence rates are currently being sustained at just below National but need to improve.
2	<p>Pupils struggle to apply knowledge to new contexts and then retain that information beyond the current teaching cycle.</p> <p>We will introduce a range of strategies to support the memory and retention of key knowledge.</p>
2	<p>We are now in Year 3 of Mastery for Number programme and we can see from KS1 results that there is progress in rapid recall.</p> <p>By adopting the Number Sense programme in KS2 we hope to sustain and develop this across KS2.</p> <p>This will continue that story of progress to build on the strong foundations and slowly and steadily embed the benefits for long term success.</p>
3	<p>Social and emotional well- being, managing self and self regulation require a high level of support across the school, but particularly in EYFS. Disadvantaged children require more of this support.</p> <p>Increased number of children on a pathway for diagnosis.</p> <p>Increased number of children demonstrating 'emotional based school avoidance'.</p>
4	<p>When children join Bishop's Primary School, many are below age related expectations and have communication, language and literacy skills. A higher than average number receive support from SALT.</p> <p>The interventions are having a strong impact and these now need to be applied to other areas of need, particularly number sense and rapid recall.</p>
5	Standards in writing are lower than in previous years, meaning more pupils are entering the next phase of their education with lower attainment in spelling and grammar.
6	Disadvantaged pupils need to have an equal start in education, be able to access the curriculum, make at least good progress in all subjects and will have high self-esteem and aspirations for their future. Children must start the day in school, ready to learn. Children need to feel safe and know who they can speak to when they need support and advice. Their parents and carers need to feel able and equipped to provide these school readiness skills.

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
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<p>Absence rates will reduce, comparable to national benchmarks for both disadvantaged and non-disadvantaged pupils.</p>	<p>The rate of absence for disadvantaged pupils will reduce to no more than 6% based on termly analysis in 2024 with PA also decreasing in the long term.</p> <p>2024-25 – 7% absence 2024-25 – 26.4% PA</p> <p>The gap between disadvantaged pupils and their peers will reduce to 1.5% by 2027</p> <p>2024-25 disadvantaged – 7% 2024-25 non-disadvantaged – 5.3% 2024-25 gap – 1.7%</p>
<p>We are now in Year 3 of Mastery for Number programme and we can see from KS1 results that there is progress in rapid recall.</p> <p>By adopting the Number Sense programme in KS2 we hope to sustain and develop this across KS2.</p> <p>This will continue that story of progress to build on the strong foundations and slowly and steadily embed the benefits for long term success.</p>	<p>End of KS2 assessments will show 75% of disadvantaged pupils achieving the expected standard in maths for the 2024-25 assessments, with 12% achieving GDS.</p> <p>2024-25 Y6 outcomes Maths EXS – 36% Maths GDS – 7%</p>
<p>Social and emotional well-being, managing self and self regulation require a high level of support across the school, but particularly in EYFS. Disadvantaged children require more of this support.</p> <p>Increased number of children on a pathway for diagnosis.</p> <p>Increased number of children demonstrating 'emotional based school avoidance'.</p>	<p>Sustained higher levels of wellbeing shown in pupil voice and pupil engagement. There will be a reduction in the number of referrals for support for the SEND HINT emotional wellbeing team, PMHT and CYPs.</p> <p>Number of referrals has been sustained due to increased levels of SEND. Pupils say they feel safe in school and that everyone is welcome to come here.</p>

<p>When children join Bishop's Primary School, many are below age related expectations and have communication, language and literacy skills. A higher than average number receive support from SALT.</p> <p>The interventions are having a strong impact and these now need to be applied to other areas of need, particularly number sense and rapid recall.</p>	<p>Fewer children will require SALT support by the end of Key Stage 1.</p> <p>11 children require SALT support in KS1.</p> <p>Children will have increased confidence and will be more willing to take part in speaking and listening activities. Pupil voice will demonstrate their ability to articulate their learning and idea.</p> <p>Children use the stem sentences well to support their speaking and listening. They take turns and respond appropriately during class discussions and in conversations with others.</p>
<p>Standards in writing are lower than in previous years, meaning more pupils are entering the next phase of their education with lower attainment in spelling and grammar.</p>	<p>2024-25 Y6 outcomes</p> <p>Writing EXS – 50%</p> <p>Writing GDS – 4%</p> <p>2024-25 Y6 outcomes</p> <p>SPAG EXS – 46%</p> <p>SPAG GDS – 11%</p>
<p>Disadvantaged pupils need to have an equal start in education, be able to access the curriculum, make at least good progress in all subjects and will have high self-esteem and aspirations for their future. Children must start the day in school, ready to learn. Children need to feel safe and know who they can speak to when they need support and advice. Their parents and carers need to feel able and equipped to provide these school readiness skills.</p>	<p>Increased numbers of disadvantaged pupils will attend regularly, be school ready and take part in enrichment activities, residential visits, breakfast club, after school and lunch time activities.</p> <p>Tracking sheet developed to track extra curricular activities for disadvantaged pupils. This includes after school clubs, residential visits, lunch clubs, sports festivals and music experiences. Pupil voice informs offer to ensure as many disadvantaged children as possible attend.</p>

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: £ 126,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We are now in Year 3 of Mastery for Number programme and we can see from KS1 results that there is progress in rapid recall.</p> <p>By adopting the Number Sense programme in KS2 we hope to sustain and develop this across KS2.</p> <p>This will continue that story of progress to build on the strong foundations and slowly and steadily embed the benefits for long term success.</p> <p>1. Continue to attend CPD sessions 2. SLN to work with staff in 'clinics' to ensure planning and assessment are clear 3. regular monitoring of teaching and analysis of data. 4. Provide CPD for all staff to use number Sense effectively</p>	<p>'The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective'</p> <p>'These approaches are applied to challenge more rooted in the usual effective content.'</p> <p>Link to evidence</p>	<p>2</p> <p>2024-25 Y2 outcomes Maths EXS – 36% Maths GDS – 7%</p> <p>2024-25 Y4 outcomes MTC average – 20.4 25 – 28.1% 20+ - 68.8% 15+ - 87.5%</p>

Standards in writing are lower than in previous years, meaning more pupils are entering the next phase of their education with lower attainment in spelling and grammar.	<p>Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:</p> <p>collaborative learning activities where pupils can share their thought processes;</p> <p>Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.</p> <p>Link to evidence</p>	<p>3</p> <p>2024-25 Y6 outcomes</p> <p>Writing EXS – 50%</p> <p>Writing GDS – 4%</p> <p>2024-25 Y6 outcomes</p> <p>SPAG EXS – 46%</p> <p>SPAG GDS – 11%</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils need to have an equal start in education, be able to access the curriculum, make at least good progress in all subjects and will have high self esteem and aspirations for their future. Children must start the day in school, ready to learn. Children need to feel safe and know who they can speak to when they need support and advice. Their parents and carers need to feel able and equipped to provide these school readiness skills.	<p>This is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates</p> <p>School readiness has many dimensions because children develop and learn in different ways and at different rates. School readiness does not begin in the term before a child starts school – it starts at birth and we recognise that in preparing children to be 'school ready', we are also most importantly preparing children for life-long learning and building resilience for the transitions that they will need to make, going forward.</p> <p>Link to evidence</p>	<p>3</p> <p>Reception on entry: (on track for ELG)</p> <p>Sep 2024 – 39.5%</p> <p>Sep 2025 – 31%</p>

<p>When children join Bishop's Primary School, many are below age related expectations and have communication, language and literacy skills. A higher than average number receive support from SALT.</p> <p>The interventions are having a strong impact and these now need to be applied to other areas of need, particularly number sense and rapid recall.</p> <p>1. SALT TAs employed to provide one to one and small group intervention.</p>	<p>'Language provides the foundation of thinking and learning and should be prioritised.'</p> <p>Link to evidence</p>	<p>5</p> <p>2024-25 – caseload of 44 children receive SALT support and intervention from Nursery – KS1.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 59,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Absence rates will reduce, comparable to national benchmarks for both disadvantaged and nondisadvantaged pupils.</p> <p>1. Deputy Headteacher given overall responsibility to monitor attendance.</p> <p>2. Regular analysis of data and meetings with EWO from LA.</p> <p>3. Face to face meetings with parents and letters sent.</p> <p>4. Reward system to raise the profile of attendance.</p>	<p>'Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.'</p> <p>Link to evidence</p>	<p>1</p> <p>2024-25 – 7% absence 2024-25 – 26.4% PA</p> <p>Attendance is celebrated in weekly celebration worship. Individual and class attendance prizes are offered.</p> <p>Attendance is monitored through fortnightly meetings with school and EWO. These meetings include meetings with parents to support and improve attendance.</p>

<p>Social and emotional well-being, managing self and self regulation require a high level of support across the school, but particularly in EYFS. Disadvantaged children require more of this support.</p> <p>Increased number of children on a pathway for diagnosis.</p> <p>Increased number of children demonstrating 'emotional based school avoidance'.</p> <ol style="list-style-type: none"> 1. ELSA/Thrive TA employed to provide one to one and small group intervention. 2. Thrive Lead will work with teaching staff to complete whole class Thrive assessments and write action plans. 3. ELSA TA will provide alternative curriculum to support emotional needs of the most vulnerable. 4. SENDCO will support teachers to recognise need earlier through CPD and 'clinics'. 	<p>'Establish school-wide norms, expectations and routines that support children's social and emotional development.'</p> <p>Link to evidence</p>	<p>6</p> <p>Garden gang is well established and children from different year groups benefit from working in this area of school.</p> <p>Forest School is being developed to enable all children to have regular lessons outdoors to develop SEMH skills.</p> <p>Thrive assessments are completed for whole classes. Individual and small groups are identified for more intensive work. Thrive interventions are both planned and reactive.</p>
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Total budgeted cost: £ 226.440 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 2021 to 2024 academic year.

The attendance gap between disadvantaged children and their peers remains consistent to sustain the improvement. This year saw a clearer focus on attendance in EYFS to develop good habits and routines and we saw a fall in PA from 49.7% to 37.1% for our disadvantaged pupils.

A greater proportion of disadvantaged children are making progress in reading and maths than at the start of the plan.

Results are consistently above National in phonics-screening and these results are being sustained into KS2.

Positive communications between Teacher and Learning Support Assistants ensure quality interventions and consistency in lessons and interventions.

Pupils feel safe at school and speak positively of well-being in Pupil Voice.

Progress in the Thrive and ELSA sessions show more self-regulated behaviour and mood at other times within the school day.

More PP children attended extra-curricular provision

Addition of KS1 well matched phonics materials had an impact on the frequency of reading at home.

Service PP children were given additional opportunities and peer support from across the Trust and attended a special event to enable them to socialize with each other.

