

Pupil premium strategy statement

Bishop Ridley C of E 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	375
Number of pupils eligible for Pupil Premium	25
Proportion (%) of pupil premium eligible pupils	6.7%
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	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Stuart Keep (Headteacher)
Pupil premium lead	Perry Catchpole (Deputy Headteacher)
Governor lead	Debbie Haughton (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,890
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£43,890

Part A: Pupil premium strategy plan

Statement of intent

At Bishop Ridley C of E Primary School, we believe that every child should be supported to achieve their full potential, regardless of their background. All members of our community are committed to meeting the pastoral, social and academic needs of our most vulnerable pupils, in an effort to close the gaps between these children and their non-disadvantaged peers.

Through the use of the Pupil Premium, we aim to support our disadvantaged pupils academically, through high-quality teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit all pupils within the school. It is our continued focus to improve outcomes for our Pupil Premium children so that when they leave Bishop Ridley in Year 6, their attainment is broadly in line with their non-disadvantaged peers and they are ready for the next part of their education.

Each year, we survey pupils and staff to ascertain the challenges faced by our vulnerable pupils, and set out clear strategies, as outlined in this document, to support and overcome these barriers. At Bishop Ridley, we have a whole-school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and maintain high expectations to ensure that these children excel.

We also have a focus on improving standards in reading throughout the school and each child who is eligible for Pupil Premium automatically becomes a member of our Jungle Oasis, which is updated with new and exciting books each year to encourage independent reading. We also support the children to become well-rounded individuals, who are confident and have high aspirations in life.

Challenges

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

Challenge number	Detail of challenge
1	In a staff survey undertaken in October 2024, it was revealed that only 50% of our disadvantaged children read regularly at home. Assessments undertaken at the end of the 2023-2024 academic year highlight that only 57% of our disadvantaged pupils were working at the expected standard in reading and only 50% of our Year 6 disadvantaged pupils achieved the expected standard in their end of KS2 assessments, compared to 89% of their non-disadvantaged peers.

2	A staff survey in October 2024 found that 50% of our Pupil Premium children have issues regarding low motivation, poor behaviour or a lack of focus in class. This was backed up by a pupil survey where only 64% of our disadvantaged pupils said they found it easy to listen to their class teacher without getting distracted. 20% of our disadvantaged pupils are also on the SEND register and 13% have an EHCP plan.
3	According to assessment data, out of the disadvantaged pupils in Years 5 and 6, only 31% scored over 20 out of 25 on their Year 4 Multiplication Check and only 8% scored full marks.
4	In a staff survey, teachers believed that 37% of our disadvantaged pupils lack confidence and teachers feel that they have low self-esteem or low aspirations for the future.
5	Class teachers report that 34% of our Pupil Premium children do not regularly complete their homework. Of the children who do complete this work, 35% rely on our in-school homework club for support. A pupil survey found that only 56% of our disadvantaged pupils have support learning their weekly spellings.
6	At the end of the last academic year, attendance of disadvantaged pupils was 88.2% compared to 94.9% of their non-disadvantaged peers. Staff feel that 29% of our current disadvantaged pupils have issues with attendance and a quarter have poor punctuality. 17% have been involved with the Education Welfare Officer.

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
To improve reading attainment among disadvantaged pupils.	Key Stage 2 reading outcomes show that at least 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly those from disadvantaged backgrounds.	Sustained high-levels of wellbeing by the end of July 2027 demonstrated by: - Data from pupil, parent and staff surveys - An increase in participation in extra-curricular enrichment activities among disadvantaged pupils
To improve pupils' knowledge of multiplication facts by the end of Year 4.	Data from the Year 4 Multiplication Check shows that all disadvantaged pupils score at least 20 out of 25.

To improve confidence, self-esteem and aspirations for disadvantaged pupils.	Data from pupil and staff voice surveys indicate that pupils feel more confident and participate more frequently in class.
To increase the number of disadvantaged pupils submitting homework each week.	An increased number of disadvantaged pupils attend homework club and staff surveys show that the vast majority of these pupils are submitting homework on time. Weekly spelling test scores increase for disadvantaged pupils and pupils are heard to read more frequently.
To improve attendance for all pupils, particularly those who are disadvantaged.	Sustained high attendance by 2026/27 demonstrated by: - the attendance gap between disadvantaged pupils and their peers is no more than 5%. - the overall attendance figure for disadvantaged pupils is over 90%.

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: £8,814

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching through continued professional development.	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)	1, 2, 3

Training new staff to deliver Little Wandle phonics and reading sessions and release time for Phonics leader to monitor the effectiveness of the programme's delivery.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Improving the quality of social and emotional learning and offering training for staff.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 4
Purchase of standardised diagnostic assessments and training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 3

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

Budgeted cost: £23,857

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of two additional part-time teaching assistants.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of	1, 2, 3

	between four and six additional months on average (EEF Teaching and Learning Toolkit: Teaching Assistant Interventions).	
Running an after-school homework club to provide small group tuition for all disadvantaged pupils.	Homework has a positive impact on average in primary schools. (+ 3 months). Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 3, 5
1:1 Coram Beanstalk reading for upper Key Stage 2 pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF Teaching and Learning Toolkit: One to One Tuition	1, 2, 4, 5
Purchase of Number Sense for daily times table intervention in Years 3 and 4.	The Number Sense Maths programmes are informed by research into children's attainment of number sense, children's attainment of fluency in addition and subtraction facts, and children's attainment of fluency in multiplication facts. 10 research principles underpin the programmes, which can be found here: https://numbersensematics.com/research-principles	3

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

Budgeted cost: £11,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work alongside local authority Education Welfare Officer to improve attendance.	DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 6

	DFE Guidance – Improving School Attendance: Support for Schools and Local Authorities	
Engaging with Wizard Theatre drama company to improve pupils' confidence and self-esteem.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional 3 months progress. Improved outcomes have been identified in English, mathematics and science. There is intrinsic value in teaching pupils' creative and performance skills in ensuring disadvantaged pupils access a rich and stimulating arts education EEF Teaching and Learning Toolkit: Arts Participation	2, 4
Engaging with Kinetic Kids to increase the frequency of physical activity undertaken by disadvantaged pupils.	Physical activity has important benefits in terms of health, wellbeing and physical development. There is a small positive impact of physical activity on academic attainment (+1 month) There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. EEF Teaching and Learning Toolkit: Physical Activity	2
Purchasing high-quality texts for the school vending machine to encourage home reading.	Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment. Setting the Baseline: The National Literacy Trust's first annual survey into reading	1, 4, 5
Encouraging home reading by accessing an e-library of for EYFS and KS1, matched to their current level of skill in terms of phonetic awareness.	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 EEF Teaching and Learning Toolkit: Phonics	1, 5

Total budgeted cost: £43,956

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of the 2023-2024 academic year, the following results were achieved:

By the end of Key Stage 1

- 67% of our disadvantaged pupils achieved the expected standard in reading and maths; 33% achieved the expected standard in writing.

By the end of Key Stage 2

- 50% of disadvantaged pupils achieved at least the expected standard in reading, writing and maths.
- 33% of disadvantaged pupils achieved greater depth in reading and 17% achieved this standard in maths.

The Year 6 children who did not reach the expected standard were all on the SEND register and 67% had EWO involvement due to persistent absence.

28% of our Pupil Premium children now attend homework club on a weekly basis, and this has had a positive impact as they receive more support in these sessions. Pupils have the opportunity to read to an adult, practise their spellings or times tables and also complete their weekly maths or English homework.

With the exception of 1 child, all children in receipt of the Pupil Premium funding took part in the Wizard Theatre 6-week drama programme last year. Pupils were surveyed after the workshops and 100% said that they felt more confident after performing with other people and 80% said that they felt braver to try new things.

Attendance figures for disadvantaged pupils last year was lower than their non-disadvantaged peers, though the gap is beginning to close (6.7% gap last year compared to 8% at the end of the previous year.). 28% of our disadvantaged pupils had some involvement with the Education Welfare Service last year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Power of Drama	Wizard Theatre
Beanstalk Reading	Coram Beanstalk