



# Stoke Bishop C of E Primary School

## Pupil premium strategy statement 2024-2027

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Stoke Bishop C of E Primary School
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Report for academic year	September 24 - July 25
Statement authorised by	David Forrester/Darren Hunt
Pupil premium lead	Lynsey Lowrie
Governor / Trustee lead	Sue Rees

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£64,920</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£64,920</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### 1. **Long-term plan objectives:**

- *Raise attainment in RWM with PP pupils, so as to narrow the gap with non-pp pupils*
- *Focus on the quality and effectiveness of the range of provision for PP pupils to improve accuracy and impact of interventions and support*
- *To refine our whole school approach in providing proactive, timely and effective support to maximise opportunities for engagement and participation from parents of PP children*
- *To enable all children to achieve whatever their academic ability, and to provide wider opportunities socially that enable them to achieve as broadly as possible.*

### 2. **How does your current pupil premium strategy plan work towards achieving those objectives?**

- *Embedded Hub model with fixed, full time support staff, has improved teacher awareness and responsibility for the progress of PP children.*
- *Adaptive teaching, planning for the needs of the whole group has gradually improved in considering how best to support children through a range of strategies that do not resort to withdrawal for intervention.*
- *The development of support staff as integral to the on-going learning of children has significantly changed the level of engagement and responsibility for pupil outcomes. Teaching Assistants (TAs) have a much stronger understanding of individuals across their curriculum / school experience which is informing the nature of Adaptive Teaching as well as intervention provision. The recording of interventions on INSIGHT and evaluating their effectiveness has supported this process.*
- *The Top 10 strategy has increased wider awareness and understanding amongst teachers and TAs of PP children's needs and the barriers they face.*
- *Review of the Top 10 strategy has led to a much tighter framework of strategy and support meetings between the Inclusion lead, Top 10 champions and Hub Leads over a sequence of terms.*

### A. **What are the key principles of your strategy plan?**

#### **High Quality Teaching & Learning (T&L)**

- *Curriculum Development*  
Revision of the curriculum is focussed on improved teacher skills and conceptual development for effective retention and broader cultural capital experiences.
- *Teacher upskilling*  
Focus on improving teacher understanding of core T&L strategies to improve pupil independence, oracy and engagement with the learning. By enabling children to take responsibility for their learning, we can ensure that we provide

opportunities for them to build their self-confidence and self-esteem which is continually seen as a key to consistent progress and attainment.

- *Teacher Planning*

Review of planning strategies has introduced the principle of planning for the 'First 20%' throughout the curriculum; in other words to ensure that teachers ensure their lessons are focussed on enabling the lowest achieving children to understand and achieve the intended outcomes of the lesson

- *Pupil Progress Meetings*

Will focus on those PP children not showing academic attainment/progress consistent with their peers and using a revised intervention list to support staff in providing effective interventions to address the need.

- *Reading*

Expectations around daily reading will maintain class teacher focus on any children, particularly PP, who are not engaging sufficiently with reading books. This is also encouraged through support and participation of parents as Reading Volunteers.

### **Targeted Academic Support**

- *TA Training on interventions*

Regular training for TAs ensures that there is a rolling cycle of review, as well as the introduction of new interventions. Only evidence-based interventions are used to ensure impact. There has been a focus this year on supporting literacy specific interventions e.g. Learning Village, Narrative Development

- *Small group input*

Through the Hub model we are able to provide small group learning opportunities for children focused on Reading, Writing and Maths. This will be either pre- or post-teaching, or specific skills input - e.g. handwriting/times tables

- *Phonics*

The revised approach to Phonics will continue and includes the purchase of new materials (Unlocking Letters and Sounds) to support the effective application of phonic knowledge to specific reading progress in banded books.

- *Mastery in Number*

Whole school training and use of Mastery in Number to support children in becoming more fluent in their maths vocabulary, understanding and application.

### **Wider Strategies**

- *Top 10 Champions*

Each Hub has a recognised member of the team who has the role of 'Top 10 Champion' with a brief for ensuring a clear overview of PP children in relation to their success in school. This is focussed on home and school, covering social and academic success with a view to developing a sense of 'belonging' to the school community and wider society. They monitor individuals through a matrix of indicators.

Strategic support from the Inclusion Lead will ensure that the 'Top 10' strategy is focused, monitored and evaluated on a termly basis.

- *Hub structure*  
The implementation of 'Top 10' focus groups in each Hub has been reorganised and will be monitored more effectively through regular team and individual meetings. They will have a particular focus of addressing the social & emotional needs of PP children that are generally more in evidence as a result of the lockdown.
- *Family Link Worker*  
Family Link Worker (FLW) has embedded their role within the school to ensure that they are recognised as a reliable and accessible source of support and guidance for parents and staff. The new Parent Gym course has been targeted for specific parents to support them. There continues to be strong support for classroom teachers in contacting parents and organising Learning Meetings, but also in monitoring the attendance of key/vulnerable children, including making home visits during periods of absence. They work alongside TAs as part of the 'Top 10' strategy to link up school/home objectives for children where this is not making a difference.
- *Pastoral Team*  
The Pastoral Team continues to meet regularly to review and reflect on the interconnected issues of Vulnerable children in school, including Pupil Premium children. It focuses on the wider context of each child and is aimed at addressing specific areas of need in order to help children (and their families) to address challenges with support. The team comprises: Asst Head/ DSL for Safeguarding, Inclusion Lead, Family Link Worker.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Initial benchmarking indicates that PP children have struggled to continue progress – and for many they have regressed in their core curriculum skills, stamina and ability to focus independently.</i>
2	<i>Effectiveness of interventions has been impacted by reduction in staffing capacity. Range of interventions could potentially mean a lack of clarity on focus.</i>
3	<i>End of year data identified the increasing progress gap for PP children in Maths. This is part of the wider Maths strategy where Mastery in Number has been introduced as a whole school approach, but also to support more vulnerable learners through specific learning strategies. It is a key objective in the new SDP.</i>
4	<i>Whereas the progress data for writing is strong, the attainment still lags behind for PP children in all year groups. Whilst this is a pattern seen for all children, the gap between these groups remains stubborn.</i>

5	<i>Strategic overview and monitoring of Top 10 has been effective in creating a more coherent approach to and support of our PP children and families, however we are only seeing the impact of this in the progress of these children against the 'soft data' rather than specific attainment in RWM outcomes. There are still some families who we are struggling to build relationships with and engage about their child's learning.</i>
6	<i>We have seen an increasing number of PP children joining the school mid-year. This has created challenges in building relationships with parents quickly, but also in building an understanding of the child's needs where information has been lacking. This delays putting appropriate provision in place to ensure progress is made.</i>

## 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
1. Improve the overall use of data/information for understanding the specific needs of each PP child.	Increasing numbers of PP children making at least expected progress on an annual basis as they progress through the school.
2. To review and refine the current 'Top 10 strategy' to ensure explicit impact on the academic progress of PP children, building on their social and emotional stability.	An increasing percentage of PP children feel confident about themselves as learners and demonstrate improvement in data.
3. Monitor the progress of PP children as a key data group throughout the year for the ongoing review of provision needed and the impact arising.	The gap between PP/Non-PP children reduces incrementally from 2024-2027.
4. To effectively allocate staff in identifying the priority barriers impacting on PP children and their families.	All Hub Champions/Inclusion Lead have clear evidence of the impact on PP children they have worked with.
5. Implement direct high-quality intervention/support as required to impact on the priority barriers faced by PP children.	Monitoring of PP children indicates that all have received/are earmarked for relevant support to address their needs.
6. Use regular monitoring and support sessions for Hub staff in identifying and impacting on barriers.	Annual Report is able to quantify an increased level of confidence and satisfaction with the role of Hub Champion
7. To create specific 1-1 and small group opportunities for developing parental	Increased numbers of identified parents engaging with the offer of support.

understanding and support of children's academic skills.	Increased numbers of PP children with EAL are able to access the curriculum and wider school activities.
8. To improve the consistency and understanding of teachers in planning for the 'First 20%'	Subject Leaders are able to identify how planned strategies in provision support the effective inclusion of under-achieving children (primarily PP) in lessons.
9. To refine our whole school approach in providing proactive, timely and effective support to maximise opportunities for engagement and participation from parents of PP children.	Continue to observe high levels of PP parental participation in whole school events.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £12,947**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focus on individual progress of PP children in PPMs</i>	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1
<i>Termly meetings with 'Top 10 Champions'/Inclusion Lead focus on supporting children's social &amp; emotional skills to underpin consistency of progress.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	2
<i>Embedding the whole school curriculum to ensure all children, including disadvantaged children in particular, receive a curriculum that delivers strong learning skills, alongside relevant content and cultural capital.</i>	Curriculum research documents demonstrate the effectiveness of a curriculum that is based on specific drivers, promotes key concepts and is part of a consistent progression across the primary age group. Recruitment of skilled Deputy Head to lead this strategic area. <a href="https://www.gov.uk/government/collections/curriculum-research-reviews#research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews#research-reviews</a>	5
<i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

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

Budgeted cost: £44,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Top 10 children receive regular intervention/ opportunities for reflection on key learning habits/skills as well as their interests.</i>	Children who have support from home are far more likely to develop successful and sustained learning habits. <a href="#">EEF Parental Engagement Guidance Report.</a>	2
<i>Hub Champions will spend time building effective relationships with children in order to gain a strong understanding of their context.</i>	Building effective relationships with pupils that help to build an understanding of their in-school and home situation. <a href="#">EEF Parental Engagement Guidance Report.</a>	4/ 7
<i>PPMs to identify appropriate intervention needs for all PP children.</i>	Using outcomes from standardised tests/intervention data to support discussions around specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	5
<i>Implement direct high-quality intervention/support as required to impact on the priority barriers faced by PP children.</i>	Effectiveness of interventions is key to ensuring children receive appropriate support within an appropriate timescale. <a href="#">EEF: Making Best use of Teaching Assistants</a>	5
<i>Parents of identified children to be invited in for specific 1-1 sessions/group sessions to increase their confidence, skills and commitment to supporting their children.</i>	Enabling children and parents to develop effective relationships and dialogue around learning can help to build self-esteem for both. <a href="#">EEF Parental Engagement Guidance Report.</a>	8

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

**Budgeted cost: £15,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use data analysis from two Data Points, as well as termly Vulnerable list analysis, for direct reference/information for all staff to identify appropriate strategies.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1
<i>Attendance meetings with FLW will explore the barriers that contribute to slower progress from a parental perspective in order to find sustainable solutions.</i>	Exploring the issues and finding solutions with parents means listening to and agreeing effective strategies and targets.  <a href="#">EEF Rapid Attendance Review</a>	4
<i>Top 10 structure is monitored and led through termly group meetings providing a basis for regular review and evaluation of practice with support from the Inclusion Lead.</i>	Effective monitoring of practice to maintain focus and consistency.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	2
<i>Use of Learning Meetings to engage fully with parents around the learning agenda for their children.</i>	Supporting children and parents to develop effective relationships and dialogue around learning can help to build self-esteem for both.  <a href="#">EEF Parental Engagement Guidance Report.</a>	8
<i>Explicit 1-1 communication with/invitation to all parents of identified pupils to Learning Meetings, parent workshops/events and information sessions.</i>	Effective parental engagement means developing a sense of 'belonging' to the community for identified parents as well as pupils.  <a href="#">EEF Parental Engagement Guidance Report.</a>	8

**Total budgeted cost: £72,779**

# 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 2024-2025 academic year.

- A. End of year PP data indicates that in all year groups, the percentage of PP pupils making at least expected progress has increased and in the majority of year groups, the attainment gap between PP and non-PP pupils achieving the expected standard has begun to close. In Key Stage 1 however, overall there has been an increase in the attainment gap in RWM and this will be a focus for monitoring in 25/26. Another focus will be writing across the school as this is where there are the widest attainment gaps. The use of adaptive teaching strategies in the classroom and the quality of any additional writing interventions will be monitored for the impact in these focus areas.

### Reception

		Reading		Writing		Maths		
		# pupils	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more
Reception	Pupil Premium	5		0%		0%		0%
	Not Pupil Premium	55		0%		0%		0%

There is a gap between the percentage of PP and non-PP pupils achieving GLD. This will be monitored as this cohort goes into Year 1 and progress will be tracked.

### Year 1

		Reading		Writing		Maths		
		# pupils	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more
Year 1	Pupil Premium	5		60%		40%		60%
	Not Pupil Premium	55		85%		93%		93%

The attainment gap has decreased in reading but has increased in writing and maths. This increase has been significant in writing. Even though the percentage has improved, compared to other year groups, there is a significant difference in the percentage of PP pupils making expected progress compared to non-PP pupils

### Year 2

		Reading		Writing		Maths		
		# pupils	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more
Year 2	Pupil Premium	8		75%		88%		88%
	Not Pupil Premium	52		92%		92%		90%

The attainment gap between the percentage of PP pupils and non-PP pupils achieving the expected standard has increased in RWM. However, there is a more positive picture in terms of progress; even though there is still a gap in the percentage of pupils making at least expected progress, there has been a bigger increase in this percentage with PP pupils.

### Year 3

		Reading		Writing		Maths		
		# pupils	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more
Year 3	Pupil Premium	7		71%		71%		71%
	Not Pupil Premium	46		89%		93%		87%

In reading, the attainment gap is comparable to the last academic year. The gap has increased in writing and decreased in maths. Even though the attainment gap is comparable in reading, the percentage of PP pupils making at least expected progress has fallen. This percentage has risen in both writing and maths.

### Year 4

		Reading		Writing		Maths		
		# pupils	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more
Year 4	Pupil Premium	10		80%		80%		80%
	Not Pupil Premium	50		92%		92%		90%

In Year 4, the attainment gap has decreased in RWM and the percentage of PP pupils making expected progress has increased.

### Year 5

		Reading		Writing		Maths		
		# pupils	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more
Year 5	Pupil Premium	9		89%		89%		89%
	Not Pupil Premium	44		80%		91%		91%

In Year 5, the attainment gap has decreased in RWM. The percentage of PP pupils making expected progress has increased and is in line with or greater than non-PP pupils.

### Year 6

		Reading		Writing		Maths		
		# pupils	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more	Attainment Band Chart	% of pupils where progress from 2023-2024 Sum is expected or more
Year 6	Pupil Premium	6		100%		100%		100%
	Not Pupil Premium	47		98%		98%		94%

In reading, in the previous academic year, the percentage of PP pupils achieving the expected standard was slightly higher than non-PP pupils. This has switched and the percentage of non-PP pupils at the expected standard is now slightly higher. This is the opposite for maths with PP pupils now achieving slightly higher. In writing, the attainment gap has closed. 100% of PP pupils have made at least expected progress in RWM.

- B. All Top 10 Champions have been able to identify progress across their matrices for most children. Where this has not occurred, complicating additional barriers have been identified for pupils and families.
- C. Monitoring of PP children through the Top 10 role has proved valuable in maintaining a focus on these children, their needs and their achievements. This has affected class teacher practice, relationships with parents as well as interventions.

D. Social & Emotional interventions remain extremely important for identified Top 10 children. The pastoral overview of needs and the therapeutic interventions on offer are closely monitored to make sure that it is having impact on the most vulnerable pupils. School financial and organisational support continues to provide aspects such as holiday club days, extra-curricular club fees and food voucher support.