

# Bishop Sutton 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	Bishop Sutton Primary School
Proportion (%) of pupil premium eligible pupils	9.6% 2024-25 10.2% 2025-26 (of 166 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2025 (update)
Date on which it will be reviewed	December 2026
Statement authorised by	Tim Eustace, Headteacher
Pupil premium lead	Amie Hall, Assistant Headteacher
Governor / Trustee lead	Phil Cocks

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,312
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26,312

# Part A: Pupil premium strategy plan

## Statement of intent

At Bishop Sutton Primary School, all of our work funded with support of the pupil premium grant will be aimed at accelerating progress, supporting vulnerable children and families and ensuring access to a rich, broad and balanced curriculum. We use proven educational research to support our strategic decision-making and day-to-day implementation of this plan. The primary aim will always be to narrow the gap for our most disadvantaged learners, but we acknowledge that a benefit from this plan will include progress for all.

[We use the EEF tiered approach, and menu of approaches, as a basis for our approach to spending for disadvantaged pupils:](#)

### **Quality First teaching**

*‘Quality first teaching is the greatest lever to improved academic success and, crucially, this quality first teaching also has a disproportionately positive impact on our most disadvantaged pupils’. Mark Rowland, 2023.*

At Bishop Sutton, high-quality teaching is at the heart of our approach for all pupils, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap whilst at the same time benefiting the quality of education for all pupils, both disadvantaged and non-disadvantaged, in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

### **Targeted academic support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress at age-related expectations. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy. At Bishop Sutton, we use evidence-informed interventions linked to core academic areas, such as those linked to our chosen phonics scheme, ‘Unlocking Letters and Sounds’.

### **Wider strategies**

We recognise that many of the barriers to pupils’ learning are wider than just their academic needs. With this in mind, we intend to support our disadvantaged pupils

through wider strategies. We understand how mental health and self-esteem can impact upon learning; therefore, we target resources towards supporting and improving pupils' social and emotional mental health. Our strong pastoral offer ensures that all children have access to these support services, regardless of their socio-economic background, focusing tirelessly on improving the lives of our most vulnerable children and families. Our pastoral offer includes additional support with attendance; increasing parental engagement in wider school life; and increased focus on pupil wellbeing; support at lunchtimes; personalised academic and SEMH support for children with identified vulnerabilities. Finally, attending school regularly is a key driver in academic success. Because we know that attendance and punctuality is crucial to academic success, this is a high priority, as will fostering a love of school and school life

In our school, we recognise that eligibility for free school meals does not always equate with disadvantage and also that some of our most disadvantaged pupils may not qualify as pupil premium. This knowledge of individual pupils' specific needs, which includes social and emotional as well as learning, is a key driver of how we target support.

Bishop Sutton Primary School is located in an affluent ward of Bath and North East Somerset and our numbers of pupil premium children have only shown a small increase since 2019 (12-17 pupils between 2019-2024).

The Lighthouse Schools' Partnership Disadvantaged policy draws on evidence and research from the EEF to develop its policy. As a school we have developed our SDP to build on these principles in order to deliver the best possible provision for our disadvantaged pupils. The Trust believes the most effective way to ensure equal opportunities for all is to remove the barriers to underachievement for identified pupils at the earliest possible opportunity.

The recent report by the Education Endowment Fund (EEF) entitled EEF Guide to the Pupil Premium 2019, as well as the EEF report entitled The Attainment Gap 2018; and the previous joint report between the EEF and the Sutton Trust entitled Pupil Premium: The Next Steps (2015) all refer to the fact that the most effective learning opportunities for pupils who are disadvantaged are those that are based on early identification, high quality teaching, employment of proven and research based interventions which accelerate progress early on; and, importantly, learning that is tied in with 'memorable experiences'.

Our approach has carefully considered the Trust Disadvantaged policy, and will also be responsive to individual needs to ensure no child is left behind because of disadvantage.

Our key principles are:

- A whole school approach where all stakeholders recognise, understand

and take a role in improving outcomes for all children but especially the disadvantaged

- Rigorous monitoring to identify needs early, intervention wherever needs are first identified and consequent support and challenge to ensure improved outcomes
- Ensuring all children have an opportunity to be included in the full range of experiences being a child in our school can provide
- Having a visible and engaged Senior Leadership team who actively forge strong and positive relationships with all members of our school community. Our aim is to have an open door policy where all families know who we are and are confident in our ability to support them and their children on their primary school journey.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	The gap in 'cultural capital' between disadvantaged and non-disadvantaged children in our school community can be pronounced due to affluence in our locality. The small number of disadvantaged children in each class, and the school as a whole, means they are at risk of being isolated from the life experiences of their peers.
3	Internal diagnostic assessment and observations show that a high proportion of disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy when compared with non-disadvantaged pupils.
4	Our assessments and observations indicate that the wellbeing and Social, Emotional and Mental Health needs of a number of our disadvantaged children requires further support with emotional regulation
5	Our assessments and observations indicate that a significant number of our pupils require access to services and interventions such as speech and language therapy groups.
6	Some of the parents of our disadvantaged pupils face barriers in ensuring good attendance. Internal data indicates that pupils from disadvantaged backgrounds have lower attendance than their peers

## 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
In reading, disadvantaged pupils achieve outcomes at the end of year that are in line with or exceed the outcomes of non-disadvantaged pupils in their year group.	<p>Summative assessments (including PSC) show no statistically significant gap between disadvantaged and non-disadvantaged pupils.</p> <p>At least 90% of pupils in Y1 to pass the PSC. Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading</p>
Improved early reading fluency among disadvantaged pupils	ULS is successfully taught across KS1 with interventions being used to target gaps and close fluency gaps effectively.
In maths, disadvantaged pupils achieve outcomes at the end of year that are in line with or exceed the outcomes of non-disadvantaged pupils in their year group.	<p>Summative assessments and teacher judgements show improved outcomes when compared with non-disadvantaged peers.</p> <p>The schools involvement with the Boolean maths hub will lead to increased pedagogical and subject knowledge for teaching staff through quality CPD.</p>
In writing, disadvantaged pupils achieve outcomes at the end of year that are in line with or exceed the outcomes of non-disadvantaged pupils in their year group.	<p>End of year assessments against KPIs indicate a sustained and consistent improvement in outcomes for our most disadvantaged pupils</p> <p>Introduction of new Trust-wide writing curriculum and training to develop staff CPD and ensure quality first teaching for all children, especially our most disadvantaged, with a focus on small steps to secure understanding.</p>
Disadvantaged pupils in EYFS achieve similar attainment to non-disadvantaged pupils	Assessments of children show a narrowing of the gap between disadvantaged and non-disadvantaged
Disadvantaged pupils are given the opportunity to take part in extra-curricular activities and educational enrichment	Records from after-school clubs show a high rate of attendance from disadvantaged pupils.

opportunities. This is proactively offered by staff across the school.	<p>Increased offer of sports clubs this year to enable PP children to have free spaces, as a targeted offer.</p> <p>Financial support available for disadvantaged families with children attending school residentials and other trips leads to increased attendance.</p>
Improved attendance and reduced persistent absence	Reduction in persistent absence for vulnerable pupils. Attendance data analysis at half-termly attendance meetings shows figures for disadvantaged pupils above 96%
Children are supported to emotionally regulate successfully	<p>Zones of regulation are embedded across the school and pupils use these successfully during periods of dysregulation</p> <p>Children's SEMH needs are identified early so that teachers and leaders are able to put in early support</p>

## Activity in this academic year

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

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

Budgeted cost: £17,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Completion of Pupil Learning Enquiries annually for all disadvantaged pupils to teachers and support staff have a full understanding of	<p><a href="#">Effective professional development</a></p> <p><a href="#">Teaching assistant interventions</a></p>	1, 3

their barriers to learning and can adapt teaching to meet their needs. Facilitated by support staff		
Assistant Headteacher leadership time (out of class) to support vulnerable children and families: <ul style="list-style-type: none"> <li>Quality of teaching in classrooms</li> </ul>	<a href="#">EEF: closing the attainment gap. Lessons learned.</a>	1, 3
Boxall profile for all pupils in receipt of pupil premium	<a href="#">The 6 Principles of Nurture</a>	4, 5
ECT successfully completes their second year of the ECF £ no cost	<a href="#">Early Career Framework</a>	1, 3, 4
Implementation and CPD for 'Unlocking Letters and Sounds' – DfE validated systematic synthetic phonics programme – to ensure that this is consistently implemented across the school.  (Whole-school phonics training including SSP lowest 20% intervention training for teaching support staff)	<a href="#">DfE Reading Framework 2023</a>  <a href="#">DfE phonics information</a>  <a href="#">EEF phonics toolkit</a>	1
Purchase of Nfer diagnostic assessments.  Additional training for staff to ensure results impact teaching	Standardised tests can provide reliable diagnostic insights to help ensure each pupil receives the correct additional support. They can also be instrumental in monitoring the impact of this support.  <a href="#">EEF guide to the Pupil premium 1 and 4</a>	3
Involvement of teachers from across the school in Boolean Maths Hub work groups (DfE initiative through NCETM) Supply cover needed for release time to embed the mastery approach.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-	3

Use of Maths apps (TTRockstars and Numbots initially) to enhance curriculum offer	based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  <a href="#">Early Years and Key Stage 1 Mathematics Teaching: Evidence Review</a>	
Developing and enhancing teaching through the application of Cognitive Science approaches: A programme of CPD (Using Rosenshine and Teaching Walkthrus)	<a href="#">EEF Cognitive Science approaches in the classroom: A review of the evidence</a>	3

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted ULS intervention support for vulnerable off-track children in KS1  Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<a href="#">DfE Reading Framework 2023</a>  Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 5
Reading leadership KS2 - ensuring expert provision	<a href="#">DfE Reading Framework 2023</a>	1

across the school for fluency and comprehension, including expert reading intervention – unlocking letters and sounds Unlocking reading fluency Reading leadership FS/KS1 – unlocking letters and sounds. Targeted support for off-track disadvantaged pupils in phonics		
Enhanced hours and professional development for TAs to deliver targeted interventions	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. <a href="#">EEF Teaching Assistant Interventions</a>	1, 3

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

Budgeted cost: £4,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher leadership time (out of class) to support vulnerable children and families: <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Behaviour</li> <li>• Attendance</li> <li>• Pastoral</li> </ul>	<a href="#">EEF – Supporting School Attendance – 6 part model</a>	4, 6
Zones of regulation – a whole-school social emotional	<a href="#">EEF - Improving Social and Emotional Learning in Primary Schools</a>	4

learning curriculum and regulation programme		
Subsidise residential and educational visits to enrich the curriculum for all children.	<a href="#">EEF – Physical activity</a> Addressing educational disadvantage in schools and colleges, Marc Rowland (tiered approach)	2
Fund places at extra-curricular clubs, breakfast and after-school club.	<a href="#">EEF - Magic Breakfast</a>	6
Establish and monitor an inclusion strategy to ensure participation in the wider offer of school life, to include Arts participation	The impact of participation in creative Arts such as fine arts, drama, dance, poetry and creative writing is positive according to EEF. <a href="#">EEF Teaching and Learning Toolkit</a>	2

**Total budgeted cost: £25,365**

## **Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

### **Improved phonics/reading attainment among disadvantaged pupils**

Throughout 2024-25, PP children were prioritised during the teaching of Reading. Our English Lead has continued to monitor the teaching of Reading, accessing support from the Trust. This improvement to teaching will remain a priority and be embedded further this year. Reading outcomes for Pupil Premium children in KS1 require rapid and sustained improvement. Rapid intervention secured sustained improvements for disadvantaged pupils in phonics. A significant gap remains between the attainment of PP children and non-PP children at the end of the year in reading and as such this target retains a high priority. In KS1, PP children made great progress in securing their phonics in the year 2 re-take with 100% of disadvantaged pupils meeting the PSC standard. The significant success with phonics will need to be built on further next year with a focus on fluency and comprehension. The introduction of a new phonics scheme, ULS has required additional training for the whole federation and now rigorous monitoring and timely interventions will be planned to improve outcomes this academic year. These will be supported by regular visits from our English Hub and MAT which will focus on ensuring all children are given the correct support to catch up quickly and securely. In KS2, a significant gap remains between non-disadvantaged and disadvantaged outcomes. This is statistically insignificant to present due to low cohort numbers. For 2025-26, the CPD programme of monitoring and support will include ensuring specific phonics/fluency and comprehension interventions are taking place and are being continually reviewed, as well supporting the implementation of the new phonics scheme.

### **Improved maths attainment among disadvantaged pupils**

Teachers have begun this year to be trained with the official WhiteRose resources. This has included the introduction of mixed-aged planning and lesson resources. In the last academic year, 50% of PP children achieved expected at KS2 in maths with the same 50% achieving ARE at the end of KS1. In EYFS, 100% of the PP children achieved the maths ELG. We have had a continued focus on using Times Tables Rock Stars for homework, particularly building up to the year 4 MTC but a focus still needs to be ensuring all PP children both have access to equipment and time or the opportunity to use it.

### **Improved Writing attainment among disadvantaged pupils**

From the Summer 2025 teacher judgements, a significant gap remains between non-disadvantaged and disadvantaged outcomes. For this academic year, PP children have been and will continue to be supported in improving their writing as priority learners and this is an area of our school development plan. Our main approach will be to improve teachers' pedagogy and our universal provision in every lesson. Scaffolding and the careful removal of this will be the focus of CPD and coaching to ensure that writing outcomes are improved for PP children. This will include English Lead release time and support from our English Hub.

### **Disadvantaged pupils in EYFS achieve similar attainment to non-disadvantaged pupils**

In the 2024/25 academic year, 75% of disadvantaged pupils achieved GLD at the end of the year.

### **Disadvantaged pupils are given the opportunity to take part in extra- curricular activities**

Parents/carers of all PP children are emailed at the start of each term to inform them that clubs are free to them. Staff will proactively encourage PP children to take up these opportunities. During this academic year, there will be a wider range of clubs on offer, which will include non-sports clubs such as chess and crafts. School residentials will continue to be funded 50% of the costs to enable participation.

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Thrive	Thethriveapproach.com
Jigsaw – PHSE Jigsaw	Jigsaw
Times Table Rockstars / Numbots	Maths Circle
Unlocking Letters and Sounds	ULS

## **Service pupil premium funding**

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We recognise the impact that deployment of parents for service children has on a small number of pupils in our school, particularly in relation to their SEMH during these periods. Building on our use of the Zones of Regulation, explicit teaching of self-awareness and self-management (e.g., recognising feelings of worry, anxiety, loneliness; strategies to calm and manage) support children when a parent deploys. We support pupils with practical strategies (e.g. feelings vocabulary, self-calming techniques) alongside strong pastoral support in school. Our whole-school approach values emotional wellbeing and inclusion to provide stability for service children.

[https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF\\_Social\\_and\\_Emotional\\_Learning.pdf?v=1763995614](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1763995614)

**The impact of that spending on service pupil premium eligible pupils**

For our small number of service children, this SEMH support and knowledge has allowed adults and our pastoral team to proactively engage with parents in moments of deployment in order to ensure strong access to additional support is available at this time. This has kept school placements stable for these children.