

Pupil premium strategy statement

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	Bishop Wilton CE Primary School
Number of pupils in school	31 in main school 9 in nursery (part time)
Proportion (%) of pupil premium eligible pupils	39% in main school 32.5% (including those in receipt of EYPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-5
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Liz Harros
Pupil premium lead	Liz Harros
Governor / Trustee lead	Michelle Dixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,800
Pupil premium funding for Post LAC	£0
Total budget for this academic year	£14,800

Part A: Pupil premium strategy plan

Statement of intent

At Bishop Wilton School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

Due the small numbers of children in our school in our plan we need to ensure that no child could be identified.

The population of disadvantaged children has been mobile over the period of the plan and therefore we necessarily need to respond to that changing need.

We have also identified that some of the disadvantaged children also have SEND and despite our best efforts some children have not achieved as highly as we would have anticipated and additional specific learning needs have now been identified.

- The overall aims of our pupil premium strategy are:
 - To raise the in-school attainment of both disadvantaged pupils and their peers
 - To raise the level of emotional resilience in learning for disadvantaged pupils
 - To support disadvantaged pupils where there are social and emotional issues and support these children to develop good self-regulation skills, independence and self esteem

Challenges

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

Challenge number	Detail of challenge
1	Mobility of pupil premium children (those who joined the school mid year and joined in other year groups other than reception)
2	Increasingly complex additional needs identified for disadvantaged children with SEND.
3	Often hidden "rural poverty" where often families experience hardship which is not immediately apparent in the village setting

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
Children achieve at least in line with their peers	• Children reach ARE by the end of KS1 in reading, writing and maths • Children reach ARE by the end of KS2 in reading, writing and maths • Children pass the phonic screen by the end of Y1
Children who are new to the school, settle quickly, and are carefully assessed so that any gaps in their learning and swiftly addressed	• All appropriate assessments have been conducted and the outcomes of these noted • Interventions both online and in class are planned and in place to address the gaps
Children are well prepared to engage with the curriculum	• Additional ELSA support is deployed and targeted children are engaged in regular sessions • Children are well regulated and demonstrating positive attitudes to learning
Children engage in all aspects of school life	• Children are able to access all trips and residential visits regardless of parental income

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for class teachers	https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1 and 2
Additional programmes for SEND children to access curriculum (online programmes)	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Complement high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1 and 2

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to Tutoring in English and maths	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support	1,2

	‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’	
Establish small group interventions for pupils who have fallen behind. (PIRA and PUMA interventions)	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’	1,2

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

Budgeted cost: £3800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional mentoring and outdoor activity (ELSA support)	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies	1,2,3

Total budgeted cost: £14,800

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 2022 to 2023 academic year.

Given the small numbers of children involved it is impossible to present data since presenting any data would clearly identify children.. The school does hold this data but does it is not appropriate to reference this in a publicly available document.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times table rock stars	Maths circle
Numbots	Maths circle
Bug Club phonics	Pearson
PASS survey	GL assessment
PIRA and PUMA tests and interventions	Rising stars