

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Bishopswood Infant School
Number of pupils in school	173 pupils
Proportion (%) of pupil premium eligible pupils	9% (16 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	G. Golding- Headteacher Jo Armes- Head of School
Pupil premium lead	Kylie Thomson
Governor / Trustee lead	Jo Slimin,

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£1450 per pupil, £2530 per LAC pupil, £335 per Service pupil)	£23,250 and £350 (£1550 per PP pupil and £350 per SPP – 15 PP and 1 SPP)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23,600.00

Part A: Pupil premium strategy plan

Statement of intent

At Bishopwood Infant School our intention is to provide an inclusive education within a culture of support and high expectations; our school values of Caring, Respecting and Thriving Together are at the core. All staff work together to nurture and support children, ensuring they feel happy, safe and cared for in school. Our curriculum and teaching enables all children to make progress from their relative starting point. Our overarching aim is to ensure that we make every lesson count, for every child.

Bishopswood Schools Federation is a community of learning where every child is valued as individual and develops self-respect and self-confidence, alongside a passion of learning. Within a culture of caring and celebration, we prepare our children to become citizens of the future and lifelong learners with the skills, understanding and resourcefulness to achieve personal success.

We pride ourselves on the caring and friendly environment that we have created to engage and encourage our children to learn. We wholeheartedly believe that if a child feels safe, cared for and excited by learning then they will undoubtedly flourish and succeed. Our schools are a place where the children feel they are valued, where they feel that mistakes are opportunities to learn and where skills in reading, writing and maths are just as important as politeness and kindness.

We recognise that having excellent teaching and learning makes the biggest difference to attainment and progress and therefore our priority is to ensure that all our pupils, including those in receipt of the Pupil Premium Grant, receive Quality First teaching. Therefore, a significant amount of our Pupil Premium budget is spent on developing teaching and learning. Our teaching and learning approach is defined through Bishopswood Federation Core Values and Principles of Teaching.

As a teaching team, we have identified core-teaching strategies that provide a consistent foundation to the quality of teaching across the school based on research from the EEF. This includes effective Assessment for Learning, Feedback, Self-Assessment and Modelling. These are developed and refined with training. Our teaching will also 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 and at the same time will benefit the non-disadvantaged pupils in our school.

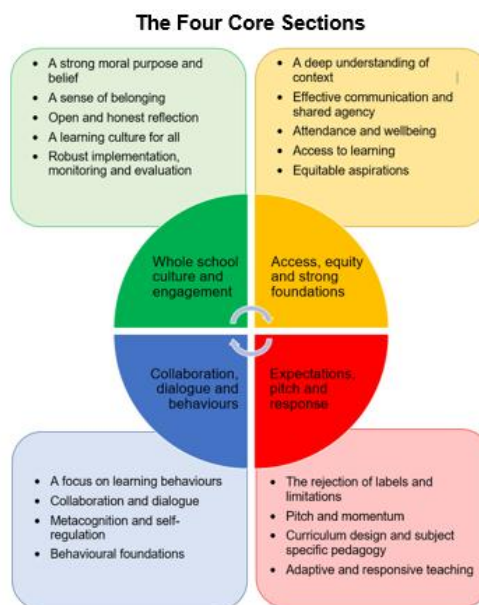
As well as our teaching approaches, to support children's academic learning early support strategies for those who need additional help with reading, writing or mathematics have been funded through the Pupil Premium Grant. We use the grant to ensure our children make at least good progress from their starting points. We focus on areas our children require the most support in, improving and sustaining parent involvement and ensuring our children are challenged in their learning. Our approach is responsive to common challenges and individual needs.

Our strategy is also integral to the wider school. We will use teacher assessment and data to measure the impact of these strategies and the Pupil Premium Grant on our children's learning.

We will review the effectiveness of interventions we are using and adapt them to meet needs when and where required. We believe that the enrichment activities we provide through the Pupil Premium Grant will help our children become increasingly confident in all aspects of their learning and development.

As a result of training from HIAS by the Pupil Premium Lead- the use of the TED approach can be clearly identified throughout the Statement and Strategy.

The Tackling Educational Disadvantage HIAS guidance, (TED), focuses on four key areas which form the basis to our Pupil Premium Statement and Strategy.



Challenges:

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

Challenge letter	Detail of challenge
Whole School Culture and Engagement	
Engaging Families	
A.	Parental engagement – some of our disadvantaged children have a lack of parental engagement in school and education, due to their own low parental education levels or low expectations/aspirations of their children. The EEF identifies that levels of parental engagement with their child’s learning / home learning, is consistently associated with academic progress.
Sense of Belonging	
B.	Pupil Voice- some children at risk of disadvantage need additional support to develop relationships and a sense of belonging in the school community, through having their voice heard and meaningful participation.
Access, Equity and Strong Foundation	
Attendance	
C.	Attendance of children entitled to Pupil Premium Funding. Some of our disadvantaged children are classed as persistently absent. Poor attendance is linked to poor academic attainment across all stages and small improvements in attendance can lead to meaningful impacts for these outcomes.
Oral Language and Vocabulary	
D.	Speech, Language and vocabulary. Some of our disadvantaged children, especially in the Early Years, have concerns with their speech, and limited language and vocabulary skills, which impact on their ability to communicate effectively and make progress in all areas of the curriculum.
Specific Intervention	
E.	Physical development issues- some of our children entitled to Pupil Premium funding, especially in EYFS and KS1, have concerns with the development of their gross and fine motor skills, which impact on their ability to learn, academically, socially and emotionally.
Cultural Capital	
F.	Enrichment/ equity – to ensure that all our disadvantaged children have access to extra-curricular experiences to broaden and enrich their school experience, such as Rocksteady lessons, visits from the wider community and educational visits.
Expectations, Pitch and Response	
Curriculum	
G.	Quality of teaching – ensuring all disadvantaged children are exposed to ‘quality first teaching’ by continually adapting and improving practice and refining the curriculum.
Data and Assessment	

H.	Rigorous monitoring and assessment tracking- ensuring all children vulnerable to being disadvantaged are tracked and target setting is challenging.
Collaboration, Dialogue and Behaviours	
Self-Regulation and Metacognition	
I.	SEMH – some of our children entitled to Pupil Premium need support with their emotional literacy and self-esteem alongside support with social/relationship building skills.
Learning behaviours	
J.	Attitudes to learning/Learning behaviours – some of our disadvantaged children show lower levels of resilience to their peers and more incidents of low-level/off-task behaviours during learning.

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
Whole School Culture and Engagement	
An increase in parental engagement with their children's attainment and progress.	An increase in communication between parents and teachers resulting in greater parental understanding of their child's academic targets.
An increase in the sense of belonging for children at risk of disadvantage through developing relationships and meaningful participation involving Pupil Voice.	The children will develop positive, trusting, reciprocal relationships also a sense of belonging. Pupils' voices are heard and they engage in meaningful participation.
Access, Equity and Strong Foundation	
The attendance of children entitled to PP funding will increase and the number of persistent absences decrease.	The children's attendance % each term will increase in conjunction with the increased opportunities for learning. The number of children classes as persistently absent will decrease each term.
The gap in attendance between our children entitled to Pupil premium funding and those who children who are not entitled, will close and show a reduction from 2%.	The individual children who have low attendance will show an increase in their percentage each term. Parents will be committed to ensuring their children are in school on time through the attendance contracts.
Speech sounds developed, alongside Language and vocabulary repertoire increased for our children entitled to Pupil premium funding.	Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book monitoring and ongoing formative assessment.

Physical motor skills of our disadvantaged children will have developed.	Gross and fine motor assessments using the Solent Therapy Pack will show progress for our disadvantaged children. Improvements will be seen in handwriting and independent skills.
Children at risk of disadvantage have access to extra-curricular experiences to broaden and enrich their school experiences.	An increase in the cultural capital opportunities bring experiences for vulnerable children in line with children who are from families that are not at risk of being vulnerable- such as Rocksteady lessons, visits from the wider community and educational visits. Children at risk of begin disadvantage leave school with a balanced range of broad life experiences.
Expectations, Pitch and Response	
Children make expected attainment targets and progress rates in reading, writing, maths and combined.	High expectations are in place for all children at risk of disadvantage. Their progress and attainment is monitored and discussed regularly for all areas of learning and areas of concern identified early.
Children progress is monitored and tracked.	Monitoring and tracking children entitled to PP funding will ensure they are high profile and their progress is better than expected to close the gap.
Collaboration, Dialogue and Behaviours	
Our disadvantaged children will demonstrate improvements in the SEMH and wellbeing.	For those children receiving ELSA support they will achieve their targets.
Children demonstrate our learning behaviours including an increase in their resilience and a positive attitude to learning.	Children's individual targets on their pupil premium plans will be met and teachers see an increase in positive attitudes to learning and decreased off-task behaviours in class.

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

Budgeted cost: £7,898

Activity	Evidence that supports this approach	Challenge letter(s) addressed	Spring Review
Expectations, Pitch and Response			
Pupil progress meetings will be held regularly and outcomes shared with SLT & governors.	EEF resources, including the Teaching and Learning Toolkit, The growing number of independent evaluations of projects and Guidance Reports, put a heavy emphasis on the value of identifying pupils in need of additional support. This requires good diagnostic assessment, and the effective monitoring of pupil progress. EEF places strong emphasis on pitching teaching appropriately , using diagnostic assessment and knowledge of prior learning.	G,H	
Inclusion leader and Assistant Head Teacher work with subject leaders to review curriculum coverage for their subjects through regular monitoring ensure every lesson counts for all groups of pupils, especially those who are at risk of disadvantaged.	Making Every Lesson Count for every pupil. Evidence shows a toolkit of strategies to make every lesson count. Individualised instruction is stated to show High impact on pupils. All learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.	G, J	
Observations of learning with specific feedback Book/planning monitoring where next steps are identified.	EEF- High quality teaching- Research shows effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. EEF evidence is clear that high expectations are foundational to pupil progress , particularly for disadvantaged pupils and those with SEND.	G	
Plan Interventions using data/what children need to know- to help address gaps Inclusion Leader to construct Statement clearly explaining how we are using Pupil Premium and the impact it is having	EEF- Using your Pupil Premium Funding efficiently- Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school.	D,E	
Learning walks / lesson observations to take place	EEF- teacher feedback to improve pupil learning- Research shows that before	G,H	

regularly. Data drops to take place throughout the year. Children's knowledge / skills are assessed and appropriate feedback is used.	providing feedback, teachers should provide high quality, individualised instruction.		
Teachers to adaptive and responsive teaching lessons and plans to both support / extend children in foundation subjects.	EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and Effective Diagnostic Assessment. -Research shows in the classroom gives pupils the best chance at learning, regardless of their abilities, strengths and weaknesses.	G,H	
‘Monster Phonics’ scheme and tracker used to set and track milestone targets. Phonics to be taught to all children who still require it, including provision in UKS2. Fully decodable, age appropriate books for UKS2 and resources to be provided to parents.	Research from the EEF- Phonics- The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year children being monitored regularly and progress enhanced. With extensive evidence phonics teaching is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.	G,H	
Early Reading- Discuss words before starting the book. Decodable e-books to be used in EYFS/KS1.	Early Reading EEF- Research shows that both decoding and comprehension skills are necessary for confident and competent reading This will being monitored regularly and progress enhanced.	G,H	
Teaching of reading comprehension strategies consciously modelling and applying the tools used by expert readers.	EEF- Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.	GH	
Collaboration, Dialogue and Behaviours			
Profile of our learning behaviours to be raised through School Council / Inclusion Team/ Eco council Learning behaviours to be taught and referred to in weekly planning to raise the profile with all children.	Learning Behaviours- EEF- Evidence emerging suggests that these approaches provide powerful ways to raise pupil attainment. Raising the profile of Pupil Voice across the whole school.	I, J	
Group to be formed across formed of staff from collaboration to implement new initiative across the schools- ‘increasing understanding of children’s SEMH and wellbeing’.	Social and emotional learning (SEL) EEF. Research shows that SEL approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes	I, J	

Targeted academic support

Budgeted cost: £11,200

Activity	Evidence that supports this approach	Challenge letter(s) addressed	Spring Review
Access, Equity and Strong Foundation			
Targeted speech and language/vocabulary interventions, particularly to develop reading and writing, for identified disadvantaged pupils.	The EEF- Oral Intervention/Early Language- states that opportunities to learn/hear language develop skills such as social awareness, relationship skills and problem solving. Research shows that motor delay impacts on children's academic, social and emotional progress.	D,G	
Targeted interventions, gross and fine motor development, for identified pupils entitled to pupil premium funding, across the school.	EEF- Physical developmental approaches Research shows that motor delay impacts on children's academic, social and emotional progress. - programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning.	E,	
Expectations, Pitch and Response			
All SEND/PP/PPG children have an 'Individual Support Plan' highlighting individual barriers to learning, previous and current attainment, progress and any additional support/ interventions in place to improve outcomes.	EEF-SEND guidance- 'Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress.' EEF Research shows an increased staff awareness of disadvantaged children ensures teachers and subject leaders can take responsibility for their progress.	G, H	
To ensure that all PP children, including those with SEN children can access their learning whilst experiencing an appropriate level of challenge. (SEMH & Well Being support, Behavior approaches in addition to catch up.)		G, H, I	
Ensure that assessment and monitoring procedures for the school enable effective identification of gaps.	EEF resources- the Teaching and Learning Toolkit, Independent evaluations of projects and Guidance Reports, put a heavy emphasis on the value of	G, H	

Use INSIGHT for on-going tracking and assessment.	identifying pupils in need of additional support. This requires good diagnostic assessment, and the effective monitoring of pupil progress. Introduction of the INSIGHT assessment to increase the ability to analyse groups of children and focus on targeted groups.		
Targeted interventions, particularly to develop reading and writing, for identified disadvantaged pupils	Research shows by the EEF- Early reading / Phonics states that both decoding and comprehension skills are necessary for confident and competent reading	G, H	
Create set of non-negotiables for all disadvantaged children (e.g. reading with adult 2x a week, additional library books, additional parent consultation, working with teacher 3x a week, identified key adult)	EEF- Literacy Small numbers of pupils will require additional support—in the form of high-quality, structured, targeted interventions—to make progress. A number of evaluations of such programmes, funded by the EEF, have found promising results.	A, G, H	
Collaboration, Dialogue and Behaviours			
All groups of children, including those who are disadvantaged, will be introduced to the Zone of Regulation as a tool to support their self- regulation	EEF- Metacognition and self-regulation (SEMH support) has been proven by extension research to have high impact for low cost.	I, J	
Disadvantaged children who have an additional need allocated a child champion (key adult) to have an increased awareness of that child's needs, beyond the academic.	EEF- SEL (Social and emotional learning) Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn. There is a strong evidence base that teacher- pupil relationships are key to good pupils behaviour and that these relationships can affect effort and academic attainment.(EEF- improving behaviour in Schools Guidance Report 2021)	I, J, B	
ELSA- Emotional Literacy Support- provision personalised to the needs of individual children timetabled throughout the year.	'ELSA' Research /evidence shows that children who have secure attachments and strong emotional resilience skills are more able to be successful learners.	I, J, B	

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

Budgeted cost: **£4,502**

Activity	Evidence that supports this approach	Challenge letter(s) addressed	Spring Review
Whole School Culture and Engagement			
Termly meetings in addition to whole school parent's evenings to review PP/PPG children's attainment, progress and discuss next step targets.	EEF- Parental Engagement- Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	A, C, H	
Involving the pupils in a range of activities such as planning Diversity Days and Assemblies to develop Pupil voice and engage them in wider school life with meaningful participation.	Pupil voice strategies have enabled teachers to gain a deeper understanding of teaching and learning processes and have helped them to change the way they think about pupils and their learning.	A, B,	
Access, Equity and Strong Foundation			
Regular monitoring and tracking of attendance. Communicating with parents regularly, so poor attendance can be challenged but support offered where necessary.	EEF- Guidance reports. In order to learn children need to attend school regularly. Irregular absence can have a greater negative impact on achievement than a single period of illness.	C, A,	
Financial support to enable children to access school visits, enrichment activities, after school clubs and school uniform	Using Pupil premium Funding-EEF. Children who feel secure and have a sense of belonging are better placed to learn. Ensuring equity for children from disadvantaged backgrounds.	F,	
Provide cultural experiences/ opportunities for all children [e.g. visitors into school inc. drama companies], fundraising opportunities, specialist sports/music activities]	Life skills and enrichment- EEF Access to a broad range of experiences ensures all children have the opportunity to increase their future aspirations/broadens their horizons.	F,	

Total budgeted cost: £ 23,600.00

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 to 2025 academic year.

See Pupil Premium Strategy review for 2024-2025 (part of previous three-year plan)

Externally provided programmes

Programme	Provider
Speech link	Multi-media limited
ELSA	In school trained staff member
Solent Therapy Pack- Fine and gross motor	NHS- Therapy Pack

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	2 Service Children in school 2024-25. Support in small group interventions.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">• One child remained meeting expectations in Reading, Writing and Maths in Summer term-• One child with SEN to have additional provision and 1:1 support.