

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Bishops Nympton Primary
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	20 TH December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Tim Gurney (Headteacher)
Pupil premium lead	Tim Gurney
Governor / Trustee lead	Cath Jennings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,810
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,810

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background or challenges faced, make good progress and achieve high attainment in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including appropriate progress for those who are already high attainers.

We will carefully consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the centre of our approach, with a clear focus on areas in which disadvantaged pupils require the most support. This has been shown to have the greatest impact on closing any disadvantage attainment gap and at the same time will also benefit non-disadvantaged pupils 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.

Our approach will be responsive to both the common challenges faced by larger groups of pupils and also individual needs, informed by diagnostic assessment methods and analysis, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are often evident from Reception through to KS2 and can be more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils can have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Internal assessments indicate that maths attainment among some disadvantaged pupils is often below that of non-disadvantaged pupils. This gap can remain steady to the end of KS2.

4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils were historically impacted by partial school closures to a greater extent than for other pupils.</p> <p>This has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Attendance data indicates that attendance among disadvantaged pupils can be significantly lower than for non-disadvantaged pupils.</p> <p>Data also indicates that some persistent absentees are disadvantaged children. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 90% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • data from student voice, student and parent surveys and teacher observations • reduced numbers of logged behaviour related incidents or issues • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of standardised diagnostic assessments</p> <p>(Rising Star PIRA & White Rose assessment materials).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	Challenges 1-4
<p>Teacher training in a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Essential Letters and Sounds through CPD</p> <p>Additional ELS Phonics programme CPD</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	Challenge 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Jurassic Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	Challenge 3&4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into classroom delivery (PSHE), school wide systems and pastoral support programmes (supported by appropriate professional development).</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	Challenge 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	Challenge 5

This will involve training and release time for staff to develop and implement new procedures and receiving support from Devon Education Welfare service.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision for low-attaining PP children in Reading/Phonics/Maths through: <ul style="list-style-type: none"> • Reading Intervention support • ELS Phonics Programme • Same Day Maths / English Intervention & Support • Key adult mentoring 	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: Phonics Toolkit Strand Education Endowment Foundation EEF Some evidence suggests that some pupils from disadvantaged backgrounds have low expectations of academic achievement. Intervention through a mentoring approach may be beneficial for these pupils, as the development of trusting relationships with an adult can provide a different source of support.	Challenges 1-4
Raise attainment of disadvantaged children through: <ul style="list-style-type: none"> • 1-2-1 and Small Group Tutoring (school led) • Small Group Y6 intervention tuition (Writing, Reading and Maths) 	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: And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	Challenges 1-4

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning:	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and	Challenges 4&5

<ul style="list-style-type: none"> • Outdoor Learning Programme • School Trip and Opportunity enrichment support • Club and musical tuition enrichment support 	<p>in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>See additional evidence for Forest School impact in relation to our Outdoor Learning Initiative:</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>http://www.outdoorrecreationni.com/wp-content/uploads/2015/11/ForestSchool-and-its-impacts-on-youngchildren_OBrien_Murray-2007.pdf</p>	
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Total budgeted cost: £21,800

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 2023 to 2024 academic year.

What did we aim to achieve?

Objectives –

1. Improving Attainment and Progress

It is our aim that by the end of the academic year 2023-24:

- The attainment gap between pupils in receipt of PPG and other pupils is no larger than 10% in reading, writing and maths in all year groups
- The attainment gap between pupils in receipt of PPG and other pupils in reading, writing and maths in year 6 is closing rapidly
- The attainment gap between pupils in receipt of PPG and other pupils in reading, writing and maths in year 2 is closing rapidly

2. Parental Support and Engagement

It is our aim that all parents of children in receipt of pupil premium are fully engaged with the school and are supporting their child's learning by:

- Attending parent consultations and open afternoon events
- Actively supporting their child at home with home learning activities and reading support
- Ensuring their child has good attendance of 96% or above where possible

3. Improving Pupil Learning Knowledge and Resilience

It is our aim that pupils in receipt of pupil premium will improve their:

- Ability to talk with confidence about their learning and next steps
- Engagement with teacher feedback
- Learning resilience and perseverance

4. Opportunities and Enrichment

All pupils in receipt of premium will be provided with wider opportunities for social, emotional and cultural development through funded access to enrichment opportunities. It is our aim that through these opportunities pupils in receipt of pupil premium will improve their:

- Self-confidence and self-view
- Social and team working skills
- Independence and problem solving skills
- Experience of the wider world

Our internal assessments during 2023/24 suggested that the performance of some disadvantaged pupils showed significant improvement across the school when taken against outcomes immediately following the COVID-19 period. This improvement has been to some extent enabled by our ability to construct a high quality curriculum using new programmes such as Kapow and White Rose. A successful recruitment and CPD programme has also positively impacted on these outcomes.

Improving parental support and engagement has been more successful during this period as well. The work undertaken with our new SENCO has helped significantly here. This work is often difficult in our rural location with internet and equipment issues.

Attendance is often significantly affected by very small cohorts and percentages and this is also true for our disadvantaged children. This meant that our target for parents to ensure 96% attendance for our disadvantaged children has not consistently been able to be realised. However, currently we are achieving this.

Our assessments and observations showed that pupil wellbeing and mental health (and to some extent behaviour) have improved for all pupils as well as for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach again with the activities detailed in this current plan.

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
Essential Letters and Sounds (ELS)	ELS & Oxford University Press
Mastering Number	Jurassic Maths Hub
PIRA assessments	Rising Stars
White Rose Maths	White Rose