

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Bishop Martin CE Primary
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2001-2022 2022-2023 2023-2024
Date this statement was published	December 22
Date on which it will be reviewed	July 23
Statement authorised by	Sally Aspinwall (Executive Head Teacher)
Pupil premium lead	Andrew Davies
Governor / Trustee lead	Steve Row

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,180
Recovery premium funding allocation this academic year	£2,810
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	£38,990

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention at Bishop Martin Primary School, Woolton is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will 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 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. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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	Bridge the Attainment Gap- Assessments, observations and discussions with pupils indicate underdeveloped oral language skills, basic mathematical skills and vocabulary gaps among many disadvantaged. This is evident from Reception through to KS2 and in general, is more prevalent among our disadvantaged pupils than with their peers.
2	Learning Attitude- Children need to display a positive attitude towards learning, we need to inspire our children to enjoy school and learning. We need to

	monitor this via pupil voice and attitudes towards learning, this is a whole school focus that will also benefit our disadvantaged pupils.
3	Attendance- Our attendance data and continual focus has shown that our PP pupils are attending at a similar percentage to non-PP children, we need to continue to monitor this with the attendance team to ensure that this continues to be the case.
4	First-hand experiences – Due to Covid-19, many pupils have not experienced first-hand experiences and we need to ensure that over the next 3 years that children are given the opportunities to experience a range of high-quality first-hand experiences in and out of the classroom.
5	Parental engagement- We want to inspire and support our parents to aid the development of children eligible for PP. We want to support educationally, socially and emotionally so they can impact the progress of their children.

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 2024/25 show progress of disadvantaged pupils is in line with all pupils or above within our school.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show progress of disadvantaged pupils is in line with all pupils or above.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> · Qualitative data from student voice, student and parent surveys and teacher observations · A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain educational, social and	Sustained high attendance from 2024/25 demonstrated by:

<p>emotional support for pupils eligible for PP from families and improve attendance for all pupils particularly PP pupils.</p>	<ul style="list-style-type: none"> · The overall absence rate for all pupils of 98%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. · The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being below 5%. • Engagement with school activities e.g. extra-curricular clubs will increase. Parents will engage with parent workshops and support pupils eligible for PP with learning e.g. homework tasks.
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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 (data supporting this can be found in part B on page 8)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 Project (Oracy)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
To improve the attainment and progress of PP children in Upper Key Stage 2	https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf	1,2
To develop and enhance a 'mastery' approach to the delivery of maths across the school.	https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics	1,2
To improve the attainment and progress of PP	https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf	1,2

children in Upper Key Stage 1.		
Allocate time for a specialist team to address Barriers to learning.	https://d2tic4wvo1iusb.cloudfront.net/documents/suport-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996	1,2

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

Budgeted cost: £10.251

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the level of PP attainment and fluency within the primary school curriculum.	https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf	1,2
To improve children's mental wellbeing and behaviour.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing?utm_source=/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing&utm_medium=search&utm_campaign=site_search&search_term=wellbeing https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf	2,3,4
Interventions that address barriers to learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,5
National Tutoring Programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7677

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide numerous enrichment activities for PP children; Breakfast Club, residentials, educational visits.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://schoolsImprovement.net/learning-a-musical-instrument-linked-to-higher-results-in-other-gcses-study-finds/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4,5
To provide additional IT resources.	https://www.nfer.ac.uk/news-events/nfer-blogs/supporting-pupil-recovery-following-lockdowns/ https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf	2,3,4,5
To provide support for mental health, well being and positive behaviour	https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing?utm_source=/news/modelling-social-	2,3

	<u>and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing&utm_medium=search&utm_campaign=site_search&search_term=wellbeing</u>	
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Total budgeted cost: £38,990

Part B: Review of outcomes in the previous academic year 2021-22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Measure	Impact																																				
Improved reading attainment among disadvantaged pupils.	<p>The data below shows end of KS2 reading attainment. All off the children have progressed throughout the academic year 66% working at the expected level (44% national average) and 44% of our disadvantaged children working above the expected level. Although are current data suggests a positive outcome for all children other cohorts don't paint the same picture so we need to keep a clear focus on this target.</p> <p>In KS1 100% PP children passed Phonics screen text.</p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>99</td> <td>101</td> <td>105</td> </tr> <tr> <td>2</td> <td>105</td> <td>108</td> <td>112</td> </tr> <tr> <td>4</td> <td>81</td> <td>89</td> <td>95</td> </tr> <tr> <td>5</td> <td>95</td> <td>96</td> <td>98</td> </tr> <tr> <td>6</td> <td>102</td> <td>104</td> <td>112</td> </tr> <tr> <td>7</td> <td>103</td> <td>105</td> <td>107</td> </tr> <tr> <td>8</td> <td>99</td> <td>108</td> <td>112</td> </tr> <tr> <td>9</td> <td>110</td> <td>115</td> <td>118</td> </tr> </tbody> </table>	Pupil	Autumn	Spring	Summer	1	99	101	105	2	105	108	112	4	81	89	95	5	95	96	98	6	102	104	112	7	103	105	107	8	99	108	112	9	110	115	118
Pupil	Autumn	Spring	Summer																																		
1	99	101	105																																		
2	105	108	112																																		
4	81	89	95																																		
5	95	96	98																																		
6	102	104	112																																		
7	103	105	107																																		
8	99	108	112																																		
9	110	115	118																																		
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>The Data below shows the KS2 maths attainment scores for the end of KS2. All off the children have progressed throughout the academic year 66% working at the expected level and 22% working above the expected level – national data states only 44% of disadvantaged children are working at the expected level.</p> <p>Standardised scores End of KS2</p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> </tbody> </table>	Pupil	Autumn	Spring	Summer																																
Pupil	Autumn	Spring	Summer																																		

	1	98	100	105						
	2	102	103	110						
	3	81	88	96						
	4	89	94	99						
	5	96	102	106						
	6	93	95	97						
	7	103	105	107						
	8	104	106	111						
	9	97	104	108						
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>School Animal interventions have led to increased responsibility and self-esteem. This in turn has led to an improved confidence in the classroom.</p> <p>Class Teachers noted “He was a different child in terms of his confidence, he wanted to share his successes with his peers”.</p> <p>Liverpool Health and Wellbeing Award was achieved by the school.</p>									
To achieve and sustain educational, social, and emotional support for pupils eligible for PP from families and improve attendance for all pupils particularly PP pupils.	<p>Attendance from Autumn to Summer Average: Whole School: 97.1% PP Child: 96.97%</p> <table border="1"> <thead> <tr> <th colspan="2">2021 – 2022</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>97.1%</td> </tr> <tr> <td>PP</td> <td>96.97.%</td> </tr> </tbody> </table>				2021 – 2022		All pupils	97.1%	PP	96.97.%
2021 – 2022										
All pupils	97.1%									
PP	96.97.%									
To improve the attainment and progress of PP children in Upper Key Stage 2	<p>The data below demonstrated that out disadvantage pupils have made progress across, reading, EGPS and maths.</p> <p>Children have progressed into working at the expected level and with some children progressing into working above the expected level.</p>									

		Reading WB	Reading EX	Reading GD	
	KS2 Autumn	61%	20%	19%	
	KS2 Summer	43%	38%	19%	
		EGPS WB	EGPS EX	EGPS GD	
	KS2 Autumn	53%	47%	0%	
	KS2 Summer	24%	30%	46%	
		Maths WB	Maths EX	Maths GD	
	KS2 Autumn	61%	39%	0%	
	KS2 Summer	30%	46%	24%	
To develop and enhance a 'mastery' approach to the delivery of maths across the school.	<p>Members of Maths Team attended CPD Sessions. The school attainment results show that the depth of understanding within maths has increased.</p> <p>Disadvantaged children have made been able to close the gap with their peers.</p> <p>Subject lead delivered training to maths teaching staff- this ensures quality first teaching of the mastery approach is embedded across the school.</p> <p>School has moved to 'Sustaining' phase for 2022-2023 as part of the Maths Hub.</p>				
Interventions that address barriers to learning.	<p><u>Maths Lead</u> - SATS Boosters, working with KS2 to increase times tables fluency, particularly LKS2 building towards Multiplication check.</p> <p>The national average was a score of 19/25 – due to our interventions 24/26 of our Year 4 children scored above the national average in the multiplication check.</p> <p>The national class average for full marks was 19% due to our interventions 42.5% of year 4 pupils scored full marks in the multiplication check.</p> <p><u>Reading Specialists delivering- Reading Interventions/Phonics.</u></p>				

The data table below shows that 4/5 disadvantaged children are working at expected or above progress levels. The other disadvantaged child is working below the expected standard and is receiving further quality first teaching interventions.

Pupil E- Received reading recovery interventions from specialized teacher. This child made accelerated progress in comparison to fellow pupils.

	Autumn	Spring	Summer	Levels Increased
Pupil A	Set 1A	Set 1B	Set 1C	+2
Pupil B	Set 1A	Ditty	Purple	+4
Pupil C	Blue	Grey	Language & Literacy	+2
Pupil D	Blue	Grey	Grey	+1
Pupil E	Orange	Yellow	Blue	+3

National Tutoring Programme

Upper KS2 Cohort 1:

The data below shows the impact of the national tutoring programme, children worked 1:1 or 1:3 on specific areas identified by class teachers. These children then all received a minimum of 15 hours tutoring each.

The children all made progress which has allowed the attainment gap to be closed compared to their peers. The tutoring along with quality first teaching is the reason for this closing of the attainment gap.

How does this compare to other children?

English average increase + 6 scale score

Disadvantaged English average increase + 7 scale score

Maths average increase + 4.8 scale score

Disadvantaged maths average increase + 5. scale score

Pupils who took part in the national tutoring scheme stated:

“Very helpful, got to work on specific things skills, reading comprehension was struggling and got to work on things bit by bit” (Year 6)

“Really helped me to be prepared for my SATs particularly in Maths, increased my confidence” (Year 6)

“It helps me to practice things I haven’t quite got in class and allows me to understand them better” (Year 5)

Childs Name	AU-EPGS	SP-EPGS	Impact	AU-Reading	SP-Reading	Impact	AU - Maths	SP-Maths	Impact
Pupil A	95	100	+4	95	90	+5	88	88	0
Pupil B	94	96	+2	93	96	+3	92	97	+5
Pupil C	92	97	+5	98	105	+7	96	101	+5
Pupil D	90	100	+10	99	106	+7	96	99	+3
Pupil E	84	90	+6	81	89	+8	90	98	+8
Pupil F							81	89	+8
Pupil G	100	106	+6	101	112	+11	93	99	+6

KS2 Cohort 2:

The data below is from the second cohort of the NTP. The tutor worked in 1:1 and 1:3 ratio with the children below. All disadvantaged children in KS2 has access to this programme, receiving a minimum of 15 hours tutoring on top of their quality first teaching in class.

The data shows that most children progressed during their time with the tutor, this is in line with the progress made by their fellow pupils. The attainment gap is closed due to the extra tutoring the children received.

Name	Spring	Summer	Impact
1-2-1 Sessions			
Pupil A	Scale Score: 89	SATS 96	+13
Pupil B	Maths 89 Reading 90 EPGS 108	Maths 93 Reading 92 EPGS 115	Maths +4 Reading +2 EPGS +7
Maths Tutoring			

Pupil C	Scale Score: 97	Scale Score: 109	+12
Pupil D	Scale Score: 95	Scale Score: 112	+17
Pupil E	Scale Score: 105	Scale Score: 113	+8
Maths and English			
Pupil F	Reading: 103 EPGS 87 Maths 87	Reading: 95 EPGS 87 Maths 95	Reading: -8 EPGS 0 Maths +8
Pupil G	Reading: 82 EPGS 91 Maths 96	Reading: 96 EPGS 86 Maths 98	Reading: +14 EPGS -5 Maths +2
Pupil H	Reading: 93 EPGS 82 Maths 94	Reading: 107 EPGS 96 Maths 103	Reading: +14 EPGS +14 Maths +9
Reading			
Pupil I	Scale Score: 81	Scale Score: 92	+11
Pupil J	Scale Score: 87	Scale Score: 90	+3
Pupil K	Scale Score: 87	Scale Score: 96	+9
Pupil L	Scale Score: 72	Scale Score: 86	+14
Pupil M	Scale Score: 79	Scale Score: 81	+2
Pupil N	Scale Score: 104	Scale Score: 97	-7

Maths and English			
Pupil O	Reading: 85. EPGS 82 Maths 100	Reading: 95 EPGS 111 Maths 113	Reading: +10 EPGS +29 Maths +13
Pupil P	Reading 93. EPGS 110 Maths 103	Reading: 89 EPGS 113 Maths 107	Reading: -4 EPGS +3 Maths +4
Pupil Q	Reading:85. EPGS 88 Maths 105	Reading: 88 EPGS 100 Maths 109	Reading: +3 EPGS +12 Maths +4
EGPS			
Pupil R	Scale Score: 100	Scale Score: 129	+29
Pupil S	Scale Score: 100	Scale Score: 118	+18
Pupil U	Scale Score: 103	Scale Score: N/A	N/A
Pupil V	Scale Score: 92	Scale Score: 100	+8
Pupil X	Scale Score: 99	Scale Score: 105	+6
Pupil Y	Scale Score: 97	Scale Score: 100	+3
Reading			
Pupil Z	Scale Score: 83	Scale Score: 93	+10
Pupil AA	Scale Score: 86	Scale Score: 95	+9

	Pupil BB	Scale Score: 93	Scale Score: 102	+8	
<p>To provide numerous enrichment activities for PP children; Breakfast Club, residential, educational visits.</p>	<p>All disadvantaged children attended residential and trips across KS1/KS2. They have also all attended an extracurricular club (INSPIRE plus) each half term during the academic year.</p> <p>School ensures that children have the correct school kit and what they need to attend residential and extracurricular clubs (INSPIRE plus). Every child in our school could take part in first hand experiences.</p> <p>Below is the what the children said who attended residential and the extracurricular clubs plus feedback received from a parent.</p> <p>Residential</p> <ul style="list-style-type: none"> • " I loved it, I really enjoyed the MAD museum and the Butterfly farm" Year 5 pupil • "The theatre was amazing! The costumes were so good! We loved it!" Year 6 Pupil • "I have never been to places like the Jorvik centre and the Railway Museum, so happy I got to see all those things" Year 3 Pupil • <p>INSPIRE Plus</p> <ul style="list-style-type: none"> • "D&T club allowed me to do something I love doing at home in school with my friends" Year 3 Pupil • "Yoga gives me the chance to relax, and it helps me feel calm" Year 5 Pupil <p>Parent Pupil Voice</p> <p>Hi All</p> <p>I'm messaging to thank all staff involved in making the York trip such a success.</p> <p>■ has come home and is full of beans. She said she's had the best time ever. She's loved every minute of the trip and the experience has been wonderful for her. We are so grateful to you all for giving her the opportunity to gain independence in a safe and happy environment. I think this trip has been the making of ■ and from a personal point of view I hope it gives her a confidence boost.</p> <p>She is thrilled with her goody bag, and we've just enjoyed sharing her homemade bread 🍞.</p> <p>We can't thank you all enough and I hope you all have a lovely weekend.</p>				

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