

# 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 Martin CE Primary            |
| Number of pupils in school  | 232                                 |
| Proportion (%) of pupil premium eligible pupils   | 10%                                 |
| Academic year/years that our current pupil premium strategy plan covers<br>(3 year plans are recommended) | 2024-2025<br>2025-2026<br>2026-2027 |
| Date this statement was published   | December 25                         |
| Date on which it will be reviewed   | July 26                             |
| Statement authorised by   | Will Gordon (Head of School)        |
| Pupil premium lead  | Andrew Davies                       |
| Governor / Trustee lead   | Steve Row / Mark Benson             |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £44,115 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £44,115 |

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Bishop Martin is situated in Woolton, Liverpool and serves the surrounding areas. Our school population is primarily made up of families from suburban, working families with children who typically enter Reception already demonstrating strong foundational knowledge and skills. We are proud to be recognised as an Inclusion Quality Mark Centre of Excellence, reflecting our commitment to inclusive education for all pupils. In addition, we have a higher-than-average proportion of pupils with Special Educational Needs and Disabilities (SEND) and we work hard to ensure that every child thrives academically, socially and emotionally.

Our intention at Bishop Martin Primary School, Woolton, is that all pupils, irrespective of their background or the challenges they face, access a high-quality education and experiences to reach the best possible outcomes socially and academically. The focus of our pupil premium strategy is carefully identify individual needs and address these effectively, supporting all pupils to make progress.

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

Our INSPIRE curriculum has been designed to remove barriers and raise aspirations for all pupils by providing rich, purposeful experiences and a broad, sequenced curriculum that builds knowledge and skills. We embed Christian and British values, nurture curiosity and develop oracy and independence through evidence-based strategies. Targeted interventions, responsive high-quality teaching and pastoral support ensure gaps are closed, while opportunities such as residential, expert-led sessions and career talks build cultural capital and promote a lifelong love of learning. By fostering resilience, high aspirations and leadership opportunities, we aim for all PP pupils to excel and thrive beyond school.

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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and 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:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure outcomes are clear and measurable
- ensure disadvantaged pupils are challenged and strive to achieve
- track progress and adapt our approach as needed to ensure all children reach their full potential.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | National attainment and school data shows that there remains a gap between disadvantaged pupils and their non-disadvantaged peers. Examining individual needs and progress allows for targeted support to be put in place to ensure all pupils reach the expected standard and where possible strive for greater depth. Ensuring that children have the foundational knowledge needed to make progress is also a priority in preparing pupils for the next stage in their education.  |
| 2                | Education Endowment Fund (EEF) research shows that positive pupil attitudes are strongly linked to their outcomes and overall well-being. We want all children to display a positive attitude towards learning and we aim to INSPIRE our children to thrive in school and their learning. As a Trauma Informed school ensuring all children have access to an emotionally available adult (EAA) will support children to regulate and relate, retaining a positive attitude to learning.  |
| 3.               | EEF research recognises that supporting pupils' social and emotional development impacts on outcomes and mental health. Developing children's ability to self-regulate, identify emotions and how to look after their mental health will help avoid disruption to learning. This approach will also help focus on building relationships and developing social awareness impacting on pupils personal development.  |
| 4.               | In 2025 attendance for disadvantaged pupils was 96.9% and the number of disadvantaged pupils who were Persistent Absentees was 16.7%. Although both figures are below national the PA figure in particular was still higher than in previous year which was 11%. EEF research highlights that poor attendance can be a significant barrier to learner and remains a focus to reach the best possible outcomes for all.  |
| 5.               | Research from the EEF highlights that while arts participation, outdoor learning and enrichment can have a positive impact on academic attainment and wider outcomes (such as confidence and social skills), effectiveness is maximized when these opportunities are structured, inclusive and integrated into a broader strategy for teaching and learning. Ensuring that we provide every child with enriching, high-quality extra-curricular opportunities and memorable residential experiences that inspire learning and personal growth is crucial to support Pupil Premium pupils. Therefore, we will make sure every child can take part and check how well these experiences support their learning and personal growth. |
| 6.               | Good levels of parental engagement are consistently associated with improved academic outcomes. Continuing to develop our approach to supporting parents through focused coffee mornings, INSPIRE Together sessions and tailored communication will impact on all pupils especially those who are disadvantaged. Tips, support and resources will be developed for use at home to assist our INSPIRE curriculum offer.  |

## 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 2025/26 show that the progress of disadvantaged pupils is in line with non-disadvantaged or above.  |
| Improved maths attainment for disadvantaged pupils at the end of KS2.   | KS2 maths outcomes in 2025/26 show that the progress of disadvantaged pupils is in line with non-disadvantaged or above.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.  | Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>  |
| 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. | Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>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%.</li> <li>The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being below 5%.</li> <li>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.</li> </ul> |
| Experiences   | All pupil premium children will actively engage in a wide range of extra-curricular activities.<br><br>Experiences outside the classroom lead to improved motivation, engagement and a great understanding of the curriculum.<br><br>Pupils will develop a broader understanding of the world through a range of diverse experiences, including residential visits, which contribute to their personal and academic growth.   |

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|  | Pupils demonstrate greater self-confidence, independence and resilience as a result of participating in residentials and extra-curricular activities. |
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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.

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

Budgeted cost: £ 20,261

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| To provide children in UKS2 with smaller, targeted groups for Maths and English. Use staff specialisms to deliver high-quality, personalised sessions for children with various abilities. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix</a><br><br>Academic data for all children including pupil premium in 2024-2025 is significantly above the national average for KS2. This evidence suggests that our approach of providing additional specialist teachers into Year 6 has had a positive impact. | 1,2                           |
| To improve the attainment and progress of PP children in Upper Key Stage 1.<br><br>To use an additional adult within KS1 to support identified PP children with their maths and English.   | <a href="https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</a><br><br>Academic data for 2024-25 has shown above the national average for KS1. Extra adult support therefore is having a positive impact.   | 1,2                           |

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

Budgeted cost: £ 14,251

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>To improve the level of PP attainment and fluency within the PSC.</p> <p>Fund teachers/support staff to deliver small group sessions with PP children who would benefit from further support with Phonics.</p>   | <p><a href="https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</a></p> <p>Research has shown phonics teaching should be matched to pupil's level of skill. Therefore, phonics-based interventions will be provided for identified pupils.</p>  | 1,2                           |
| <p>To improve children's mental wellbeing and behaviour.</p> <p>Provide small, flexible mentoring sessions for identified children. Sessions will aid pupils with their school life and aim to improve behaviour and attitudes to learning.</p> <p>Specialist staff CPD and use of academic mentor to deliver daily sessions.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=wellbeing">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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=wellbeing</a></p> <p><a href="https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf">https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf</a></p> <p>We have Identified mentors who will support pupils to improve mental health and wellbeing.</p> | 2,3,4                         |
| <p>Interventions that address barriers to learning.</p> <p>Pupil's access 1:1 and small group support across the curriculum. Children's reading level monitored by accelerated reader and improved with Spelling Shed.</p> <p>Maths skills to increase with use of TT rockstars and MyMaths.</p>                                  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Academic data for 2024-25 has shown above the national average for KS1. This evidence, in addition to evidence from our KS2 results, show that additional specialist teachers are having a positive impact.</p>  | 1,5                           |
|   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>   | 1,2                           |

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| <p>Employ Pastoral lead/ academic mentor –</p> <p>Pupils to receive an additional tuition across the school, this will be academic and SEMH support.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Teachers and academic mentor working together to identify areas of development for all children in particular PP children. Targeted intervention then takes place and has a positive impact.</p> |  |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £9615

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>School to provide funding for PP children to attend enrichment activities and provide pupils with various environments to learn and develop new skills.</p>                                     | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://schoolsImprovement.net/learning-a-musical-instrument-linked-to-higher-results-in-other-gcses-study-finds/">https://schoolsImprovement.net/learning-a-musical-instrument-linked-to-higher-results-in-other-gcses-study-finds/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> <p>Following the evidence above, as a school we will aim to provide rich, character-enhancing opportunities outside of the curriculum for pupils to develop and experience.</p> | <p>4,5</p>                    |
| <p>To provide additional IT resources. Targeted children to receive support with using devices at home. Pupils will be able to access online learning platforms and attend any online teaching</p> | <p><a href="https://www.nfer.ac.uk/news-events/nfer-blogs/supporting-pupil-recovery-following-lockdowns/">https://www.nfer.ac.uk/news-events/nfer-blogs/supporting-pupil-recovery-following-lockdowns/</a></p> <p><a href="https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf">https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf</a></p> <p>We need to provide additional IT resources wherever necessary has increased. As suggested in the evidence below, technology will be used to support and supplement learning rather than replace other learning activities.</p>  | <p>2,3,4,5</p>                |

|  |  |                |
|--|--|----------------|
| <p>To provide support for mental health, well-being and positive behaviour.</p> <p>Pastoral lead to support with staff support and leading interventions.</p> <p>Targeted children to weekly receive support with school dog/guinea pigs to build up confidence and promote positive behaviour such as completing homework and for attendance/punctuality.</p> | <p><a href="https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf">https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf</a></p> <p>Since the pandemic, research has shown mental health has been negatively impacted.</p> <p>We have identified mentors who will support pupils to improve their mental health and wellbeing.</p> | <p>2,3</p>     |
| <p>Support pupils' social, emotional and behavioural needs through trauma-informed practice.</p>   | <p><a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a></p> <p>Staff will have access to identified LDST colleagues who are completing the 'Diploma in Trauma and Mental Health Informed Schools and Communities.' These colleagues will share their expertise with the wider staff team.</p>   | <p>2 and 5</p> |

**Total budgeted cost: £44,115**

## 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.

Over the past year, our school's strategy for supporting disadvantaged (Pupil Premium, PP) pupils has delivered meaningful impact in multiple areas: attainment, character development, parental engagement, attendance and breadth of experience. When set beside national trends for the end of 2024-25, our outcomes stand out in both achievement and progress.

### Attainment and Progress

At Key Stage 1 and Key Stage 2, our PP pupils have made strong strides:

#### Key Stage 1

- Reading: 100% of PP pupils reached expected standard; 25% achieved greater depth (GD).
- Maths: 75% expected, 50% GD.
- Grammar, Punctuation & Spelling (GPS): 50% expected, 25% GD.
- Writing: 50% expected; none reached GD.

#### Key Stage 2

- Expected standard in Maths and Grammar was achieved by all PP pupils (100%), with one third (33%) achieving greater depth in each.
- Reading: PP pupils met expected standard, though none at greater depth.
- Writing: Expected standard met; none at greater depth.
- Combined RWM (Reading, Writing, Maths): 100% expected for PP pupils.

National Comparisons (KS2, 2024-25):

- Reading: approximately 75% of pupils met the expected standard.
- Writing: about 72%.
- Maths: around 74%.
- Grammar, Punctuation & Spelling (GPS): 73%.
- Combined RWM: about 62%.

Comparing our performance: for PP pupils to reach 100% expected RWM is significantly above the national average (62%). Similarly, achieving 33% greater depth in Maths and Grammar for PP pupils exceeds many national averages for all pupils.

Previous data can be found here: <https://www.bishopmartince.co.uk/page/?title=Data%2FResults&pid=48>

## **Character, Well-Being & Learning Attitudes**

In addition to academic outcomes, there has been positive and measurable development in pupils' character, resilience, behaviour and motivation:

- Introduction of trauma-informed approaches for staff has improved understanding and response to emotional needs.
- Creation of dedicated nurture spaces ("Quiet Room", "Nurture Base") has provided safe, calming outlets for pupils to regulate emotions and return to learning more effectively.
- The academic mentor role has supported PP pupils beyond academics, helping them build routines, self-belief and confidence.

## **Parental Engagement & Family Support**

Our work to include and support parents and carers has paid included:

- Regular communication, trust-building and practical support around attendance, behaviour, and learning at home.
- Parent/carer workshops and INSPIRE Together mornings have allowed families to experience the curriculum, build confidence in supporting learning, and strengthen the home-school partnership.
- For many families, additional support has been provided for SEMH, attendance difficulties and learning-at-home challenges.

## **Attendance**

Our attendance figures for 2024-25 show a further narrowing of the gap between disadvantaged and non-disadvantaged pupils, with both groups exceeding national averages:

- Our school: Disadvantaged pupils at 96.47%; Non-PP pupils at 96.52%.
- National Benchmark: The primary school average attendance for spring term 2025 was about 94.8%.

We have also seen individual improvements among PP pupils in different year groups, for example a Year 2 pupil increasing from 89.8% to 93.2%, Year 3 from 91% to 96.7%.

These improvements reflect that our strategies around attendance (family engagement, monitoring, support) are working, and they place us ahead of national averages, especially for PP pupils.

## **Enrichment & Life Experiences**

Recognising that learning is not limited to the classroom, we have maintained a strong programme of first-hand experiences:

- All PP pupils in KS1 took part in an outdoor residential (Barnstondale), promoting independence, resilience and teamwork.
- In KS2, pupils visited UK capital cities: Years 3-4 visited Cardiff; Years 5-6 visited Edinburgh. 83% of our PP pupils attended.
- Feedback from pupil voice confirms that these experiences contribute positively to confidence, cultural awareness, and relationships.

-Our INSPIRE plus curriculum was a success with 100% of disadvantaged children attending at least 1 after school club during the academic year. Pupil voice gathered showed how attitudes towards school have increased due to the excellent opportunities we provide our children. The children have enjoyed having an input into the clubs they can attend. They also enjoy the amazing residentials that they have access to – “we get to experience things that we would normally never do.”

### Overall Impact & Reflection

Putting all this together:

- Attainment: Our PP pupils are achieving or exceeding expected standards at KS1 and KS2, with significantly higher rates than national averages especially for combined RWM.
- Greater Depth: In some subjects (Maths, Grammar), a substantial proportion of PP pupils are achieving greater depth.
- Attendance: We have closed the attendance gap between PP and non-PP pupils, with both groups exceeding national figures.
- Character & Well-being: Trauma-informed practices, nurture spaces, mentor support, and parental engagement are contributing to resilience, behaviour, and confidence.
- Experiential Learning: Enrichment opportunities are giving children experiences that support growth beyond test scores.

### 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 |
|-----------|----------|
|           |          |
|           |          |