

Bishop Wood CofE Junior School

Pupil Premium Strategy Statement 2025-26



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 Wood CofE Junior
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 (1 year)
Date this statement was first published	November 2025
Date on which it last reviewed	November 2026
Date for 1-year strategy review	November 2026
Statement authorised by	Gary Stanley
Pupil premium lead	Jayne Williamson
Governor / Trustee lead	Di Ivory

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,500
Recovery premium funding allocation this academic year (2023/24)	£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	£49,500

Part A: Pupil premium strategy plan

Statement of intent

At Bishop Wood, our theologically rooted Christian vision shapes every decision

*"He has come so that we can... be the best version of ourselves, enjoying life in all its fullness."
Inspired by John 10:10 — "I came that they may have life, and have it abundantly."*

We seek for every child to flourish and thrive spiritually, socially, and academically, whatever their need, ability, or status. Our core values of Wisdom, Hope, Community, and Dignity underpin this strategy, guiding how we teach, care, and advocate for our pupils.

Our intention is that all pupils, irrespective of their background or the challenges they face, make great progress and reach their potential 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 are 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.

Quality First Teaching is at the heart 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, for pupils whose education has been most significantly 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 whilst being inclusive. 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	Internal and external (where available) assessments indicate that maths outcomes among most disadvantaged pupils is below that of non-disadvantaged pupils.
2	Assessments, observations, and discussions with pupils indicate outcomes in reading (comprehension) among many disadvantaged pupils is lower.
3	Assessments, observations, and discussions with pupils indicate outcomes in writing (composition) among many disadvantaged pupils is lower.
4	Increase in pupils and families who require pastoral support and support with their mental health and wellbeing.
5	The financial impact of Covid and the economic crisis for some families and therefore needing additional financial support from the school (for example, help with purchasing uniform and attending extra-curricular clubs after school), or referrals to local charities.

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
<p><u>Teaching – English</u> All children across all attainment groups will make good or better progress from their starting points.</p> <p><u>Targeted academic support</u> Children who are working towards or below the national standard in English (writing) will have made good or better progress within 3 years.</p>	<ul style="list-style-type: none"> ● School intend to evaluate Memorable Teaching (school's evidence-based approach to Quality First Teaching) and to monitor use of school's agreed lesson spine. ● The English writing and reading curriculum will be evaluated using an evidence-based approach. Reading fluency will be evaluated and stakeholders will be surveyed. ● Use of assessment (through Insight) will be consistent across school for writing and reading and used to inform planning and adaptive teaching. ● Children who require targeted academic support will be part of a focus group in class. Pupils will receive evidence-based interventions from their class teacher or teaching assistant in lessons and progress measures will be reviewed in termly pupil progress meetings.
<p><u>Teaching – Maths</u> All children across all attainment groups will</p>	<ul style="list-style-type: none"> ● School intend to evaluate Memorable Teaching (school's evidence-based approach to Quality First Teaching) and to monitor use of school's agreed lesson spine.

<p>make good or better progress from their starting points.</p> <p><u>Targeted academic support</u></p> <p>Children who are working towards or below the national standard in Maths will make good or better progress..</p>	<ul style="list-style-type: none"> ● School's maths lead will train and support staff to ensure White Rose Maths' CPA approach is being used in classrooms to support maths learning. ● Use of assessment (through Insight) will be consistent across school for maths and used to inform planning and adaptive teaching. ● Children who require targeted academic support will be part of a focus group in class. Pupils will receive evidence-based interventions (where possible) from their class teacher or teaching assistant in lessons and progress measures will be reviewed in termly pupil progress meetings.
<p><u>Wider strategies</u></p> <p>Pupils will be able to identify strategies to help them maintain positive mental health and wellbeing.</p>	<p>Bishop Wood School's Mental Health Leads and Senior Leadership Team will ensure that:</p> <ul style="list-style-type: none"> ● We will continue working with Out to Learn in school to support children's mental health and improve their mental health and resilience. ● School's internal Family/Pupil Support Worker will review and embed best practice before involving external agencies ● Bishop Wood's PSHE 'Jigsaw' programme which promotes mindfulness, wellbeing and calm time will be used to support all pupils with understanding themselves and others ● Restorative approaches to behaviour management, linked to our values-led house point system ● Parental engagement will be strong between school and home, including finding early help where needed
<p><u>Wider strategies</u></p> <p>All pupils at Bishop Wood School will receive a wide and enriched curriculum without prejudice. All pupils will be given opportunities to engage in wider curricular activities.</p>	<ul style="list-style-type: none"> ● Disadvantaged pupils will be financially supported to access wider curricular activities, including after school clubs, trips, themed topic days, swimming, residential trips and school uniform ● Through positive parental engagement, families will be supported in making contact with relevant outside agencies for financial assistance.

Activity in this academic year (2025-2026)

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: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To consistently embed Memorable Teaching (School's Quality First Teaching pedagogical routines) at Bishop Wood School to ensure all learners are sufficiently challenged to make expected or better progress.</p> <p>Training for teaching and support staff will be given, specifically to support:</p> <ul style="list-style-type: none"> ● Establish evidence-based approach to teaching writing, including assessment ● Use of book study to support pupil understanding in guided reading ● Continue to sustain a CPA approach to maths, including opportunities for enrichment ● Formative assessment, through the use of school's lesson spine, to ensure progress is made in every lesson across the curriculum ● Support outdoor learning opportunities, with a focus to support pupil's physical and mental health ● Behaviours that are conducive to learning, including liaising with DESC. <p>Which will be monitored by SLT through the internal 'Monitoring and Assessment Cycle', thus improving practice and outcomes for children.</p>	<p><i>The Education Endowment Foundation (EEF) emphasises that "great teaching is the most important lever schools have to improve pupil attainment." It underscores the necessity of supporting every teacher in delivering high-quality teaching to achieve the best outcomes for all pupils, especially the disadvantaged. Teaching approaches promoting long-term retention of knowledge, fluency in key skills, and the use of metacognitive strategies are fundamental. Strategies such as explicit instruction, scaffolding, and flexible grouping are highlighted as key components of high-quality teaching and learning for pupils, tailored to the differing needs within classes⁴.</i></p>	<p>1, 2, 3, 4</p>

Targeted academic support

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENDCo will routinely coach support staff in leading purposeful and memorable targeted interventions, specifically in English and Maths to allow for progress to be made.</p> <p>Specific focus will be given to the following areas where research indicates the key elements that need addressing:</p> <p>English - Reading and Writing Focus on writing for purpose, effect and audience through a range of text types, with clear formative assessment to inform teaching and learning, using Insight. Use of pre-teaching in book study to explicitly teach key reading skills across each week to elicit deeper understanding and improve participation. Targeted interventions for those who need support.</p> <p>Maths Focus on use of fluency and retrieval, and ensure the agreed lesson spine is consistently used, to ensure the depth of mathematical concepts are being <i>taught</i>, and assessed in line with scheme. Times Tables Rockstars effectiveness on pupil engagement at home. CPD will be supported through the school's own Maths lead, Reading Lead, English Lead and Deputy Headteacher.</p> <p>Before school support groups may be offered to children requiring pre-teaching.</p>	<p><i>The Education Endowment Foundation (EEF) highlights that "Teaching assistants can provide a large positive impact on learner outcomes" when "trained to deliver targeted interventions to small groups or individuals." It notes, "investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes." Furthermore, evidence from the EEF shows positive effects in studies where teaching assistants deliver high-quality structured interventions in literacy and numeracy, indicating the potential for accelerated progress in English and Maths through well-designed targeted interventions².</i></p> <p><i>The DfE's Maths Guidance and Ready to Progress criteria aims 'to bring greater coherence to the national curriculum by exposing core concepts ... and demonstrating progression from year 1 to year 6; [and highlight]... the most important knowledge and understanding within each year group and important connections between these mathematical topics.'³</i></p>	<p>1, 2 and 3</p>

Wider strategies

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For children needing additional pastoral support, they will have access to school's Family/Pupil Support Worker.</p> <p>Parental engagement from the school will be promoted by the Senior Leadership Team and early help will be sought for those families who need support in the current cost of living crisis. This may include:</p> <ul style="list-style-type: none"> ● Funded places at breakfast club and ASC ● Trips ● Uniform ● Clubs ● Lunches ● Music Lessons ● End of term vouchers <p>Enrichment curricular activities will be inclusive of all learners to ensure everyone has the same opportunities at Bishop Wood Junior School.</p>	<p><i>The transformation in pastoral care within UK primary schools over recent years, with a shift towards non-teaching staff taking on pastoral roles, underlines the acknowledged need for pastoral support to bolster pupils' well-being and academic focus. This shift in pastoral care roles aims to alleviate the burden on teachers, enabling them to concentrate on teaching and learning, which indirectly suggests the positive impact pastoral support can have on the school environment and pupils' academic progress⁴.</i></p>	<p>4 and 5</p>

Total budgeted cost: £49,500

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 **2024-2025** academic year.

2025	Percentage of pupils working at age related expectations or above			
	Reading	Writing	Maths	RWM
Bishop Wood (PPG)	50	70	40	30
Bishop Wood	85	88.3	73.3	68.3
Hertfordshire	78	72.2	75.6	63.3
England	75.1	72.3	74.1	62.2

The percentage of pupils at Bishop Wood Junior School achieving age related expectations or above for combined Reading, Writing and Maths (RWM) is above that of Hertfordshire and national averages. Additionally, the percentage of pupils within the school achieving age related expectations or above in Reading and Writing is above that of the Hertfordshire and national averages. However, Maths attainment is a little below national and Hertfordshire averages and will be a focus area for the coming academic year.

Behaviour within the school is good and pupils' attitudes to learning are positive. Pupils understand behaviour expectations within the school and can reflect on their own behaviour. There were fewer fixed term suspensions in 2024-2025 than in the previous 2 academic years.

Attendance for the academic year 2024-2025 was 95.57% across the school, which was an improvement on the previous year's attendance of 94.53%. There has also been a reduction in the number of persistent absentees in the same time period.

School trips, clubs and other enrichment activities were funded for pupils eligible for pupil premium, ensuring equal opportunities for all pupils and allowing access to a wide range of experiences.