



## Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the experiences, attainment, and life chances of our disadvantaged students.

It also 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.

In line with government recommendations, from September 2019 schools were encouraged to move away from full annual reviews that can be time-consuming. Instead, they are encouraged to consider a multi-year strategy around Pupil Premium cohorts – such as one covering a three-year period – with light touch annual reviews that will continue to form the school's Pupil Premium statement.

### School overview

Bishop Stopford School	
Detail	Data
Number of students in school (years 7-11)	1082
Proportion (%) of Pupil Premium eligible students	8.78%
Academic year/years that our current Pupil Premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2026
Date this statement was published	October 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Gerry Kirke (Assistant Head)
Pupil Premium lead	Presheena Norwood
Governor / Trustee lead	There isn't a specific individual for this currently.

## Funding overview

We continue to review the impact of our expenditure to ensure no child is left behind, socially, academically or culturally.

Detail	Amount
Pupil Premium funding allocation this academic year	£87,825
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,825

## Part A: Pupil Premium Strategy Plan

### Statement of intent

*In line with our curriculum intent, we expect all our disadvantaged to achieve to their unique potential, regardless of their socio-economic status. Aspiration underpins our broad and balanced curriculum, and we focus our efforts on ensuring that our disadvantaged students are equipped with the skills essential for success in all areas of school life.*

*This includes high academic challenge allied with a range of social and emotional support provisions.*

### Barriers

This details the key barriers to achievement that we have identified among our disadvantaged students.

Barrier number	Detail of barrier
1	Disadvantaged students are more likely to be “at risk” of academic underachievement. They often have depressed aspirations, in terms of future education and employment opportunities.
2	Disadvantaged students are more likely to have limited access to ICT equipment, books, specialist equipment for music, PE etc., uniform, equipment, transport.
3	Disadvantaged students are more likely to experience cultural deprivation - travel, visits, experiences, culture, language etc.
4	Disadvantaged students’ attendance is likely to be below the average figure for all students in the school.
5	The impact of COVID-19 is likely to have significantly impacted disadvantaged students

## 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. These intended outcomes are part of our 3-year Pupil Premium strategy, which started in 2023 and will be fully reviewed in 2026. Interim reviews take place twice a year.

Intended outcome	Success criteria
<i>Academic performance of disadvantaged students improves.</i>	<p>All year 11 students attain a positive P8 score over the course of the next 3 years.</p> <p>The “gap” between the P8 performance of PP and non-PP students significantly reduces over the next 3 years.</p> <p>Academic performance of PP students in other year groups is in line with non-PP students.</p>
<i>More students continue their studies onto sixth form and colleges aspiring to apply for university or further education course.</i>	An increase in disadvantaged students carrying on their studies into Bishop Stopford School Sixth Form (BSS6) compared to previous years.
<i>All students have access to equipment and resources enabling them to maximise educational and enrichment experiences.</i>	<p>Revision resources and specialised equipment provided for all disadvantaged students.</p> <p>Access to equipment and facilities provided that enhance both learning and cultural capital.</p>
<i>All students given the opportunity to attend cultural visits, and are educated and experience different cultures.</i>	Pupil Premium funding subsidises educational and residential trips. Records demonstrate disadvantaged students are attending them and our trips and visits policy prioritises disadvantaged students in any trip ballots.
<i>Attendance of PP students in school is in line with non-PP students.</i>	This will be closely monitored by the relevant Deputy Head, Key Stage Leaders, Heads of Year and the PP

	<p>coordinator. On average, there is a small gap between the attendance of disadvantaged and non-disadvantaged students which we are continuing to address.</p> <p>Intervention will be swift when any Pupil Premium students' attendance falls below the school average.</p>
<p><i>All disadvantaged students can access counselling and wellbeing provisions as needed, to promote academic success, progress and self-esteem.</i></p>	<p>Counselling referrals are made by HOY. Historically, disadvantaged students are more likely to need talking therapies but are less likely to be able to fund such costs.</p> <p>Where there is an identified need, students are provided with blocks of counselling, whereby impact is measured through start and finish surveys and progress data.</p>

## 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 Barriers listed above.

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

Budgeted cost: £0

Activity	Description and evidence that supports this approach	Barrier number(s) addressed
<i>The PP Co-ordinator will lead sessions as part of the whole-school CPD programme</i>	<p>It is essential that all staff are not only aware of the barriers disadvantaged students face but are updated about specific student needs and challenges. CPD will also provide regular reminders to support staff in the implementation of approaches to address these barriers.</p> <p>Specific focus will be given to the EEF's metacognition research and strategies, which is identified as a gap between disadvantaged and non-disadvantaged students.</p> <p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium/deliver-and-monitor-your-strategy">https://educationendowmentfoundation.org.uk/using-pupil-premium/deliver-and-monitor-your-strategy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1,2,3,5

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

Budgeted cost: £ 47,825

Activity	Description and evidence that supports this approach	Challenge number/s addressed
1) <i>1-1 tuition for disadvantaged students</i>	EEF research shows the impact of targeted blocks of tuition to be significant, especially when provided by a specialist in this area. Our own performance data also	1, 5

<i>not making expected progress in Maths, English or Science.</i>	<p>highlights how effective this intervention is, in terms of the impact on student progress and attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	
2) <i>Literacy interventions for students who scored below average in LUCID testing.</i>	<p>LUCID testing is used to identify students not working at expected progress. Literacy skills underpin student's ability to make progress in nearly all other subjects, so extra effort has been made to fill this gap. A specific focus has been placed on reading comprehension strategies as evidence shows this has a significant impact on progress for little cost. Interventions include targeted reading support, book purchases and some funding towards Bedrock.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,2,5
3) <i>Learning support resources.</i>	<p>We work closely with the Inclusion Faculty to support students who have additional educational needs alongside Pupil Premium status. This has included providing revision materials, work-books and coloured overlays.</p>	1,5
4) <i>Assessments</i>	<p>We will support parents who, with the agreement of our SEND department, have organised diagnostic assessments with external providers (e.g. to identify whether an individual has dyslexia).</p>	1

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

Budgeted cost: £ 40,000

Activity	Description and evidence that supports this approach	Challenge number addressed
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1) <i>Counselling and wellbeing provisions</i>	<p>There is a clear link between academic success and high-quality pastoral support. Counselling is fully funded for any disadvantaged students with identified need to ensure their wellbeing is not disproportionately affected by their socio-economic status.</p> <p><i>DofE, 'Using Pupil Premium guidance', March 2025</i></p>	4.
2) <i>Careers support</i>	<p>Small group and 1-1 careers support will be provided to all Pupil Premium students in Years 9, 10 and 11. This allows students to meet with the careers advisor and discuss any queries they may have about their future career prospects. Evidence suggests that students who receive 1-1 careers support feel better supported when making post 16 choices.</p> <p>A specific focus has been placed on exploring sixth form opportunities, to try and retain as many disadvantaged students into BSS6 as possible.</p> <p>We will also support the annual University visit for selected Year 11 students, in order to raise the aspiration of our PP cohort.</p> <p><a href="https://www.careersandenterprise.co.uk/media/3ogdxqu1/bit67-cec-report_v3.pdf">https://www.careersandenterprise.co.uk/media/3ogdxqu1/bit67-cec-report_v3.pdf</a></p>	1
3) <i>Revision guides and equipment</i>	<p>Students in year 7-9 will be offered revision guides and equipment packs funded from Pupil Premium. Students in Years 10 and 11 will have these guides purchased for them. This will allow students to be as prepared as possible for assessments and exams, ensuring they are not disadvantaged by not being able to purchase guides at home.</p>	1,2
4) <i>Peri music lessons</i>	<p>We cover the costs of learning 1 musical instrument per child. We realise the importance of allowing students to embrace other qualities, especially if they are in a position where their family cannot afford the fees. Students are monitored by the Peripatetic coordinator to make sure they are attending. Outside music lessons have also been arranged and charged to the school, as well as workshops and examinations enabling students to progress through the grades.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3



5) <i>Free School Meal costs</i>	Following changes to the funding, students who are in receipt of the Free School Meals must have the cost paid for out of their Pupil Premium allocation. This cost is quite significant and was based on the number of students eligible and the number of days a year claiming Free School Meals.	N/A
6) <i>Aspiration</i>	We will continue to promote the high aspiration of our PP students by financially supporting the Brilliant Club Scholarship Programme, the Academy Learning Conference and the Leicester University visit.	1
7) <i>Duke of Edinburgh</i>	As with all extra-curricular trips, Pupil Premium funding will cover 50% of the costs associated with the Duke of Edinburgh expeditions at bronze, silver and gold level.	3
8) <i>Uniform</i>	If a student is not wearing uniform in line with the school uniform policy it has been purchased from the Pupil Premium funding to ensure students have the correct uniform and appropriate footwear.	2
9) <i>Trips</i>	We fully fund any GCSE curriculum-centred visits (e.g Rock Climbing, Geography Field Trips, Theatre visits etc).  50% of all curriculum and KS3 trip costs are covered by Pupil Premium. This allows students to build strong friendships in KS3 through trips such as Govilon and benefit from any experiences which enhance cultural capital, such as theatre trips.	3
10) <i>Transport</i>	Where appropriate, we make a contribution to a child's transport costs in order to boost their attendance and ensure they have a safe and appropriate way of getting to school.	1,4
11) <i>Laptops and technology</i>	We have funded laptops to loan to disadvantaged students as and when they are required, to support their access to learning at home. We have also support disadvantaged students with further SEND with equipment such as reader pens.	1, 2,5

**Total budgeted cost: £87,825**

## Part B: Review of outcomes in the previous academic year

### 1) Pupil Premium Strategy outcomes

This details the impact that our Pupil Premium activity had on students in the 2024 to 2025 academic year.

	Achievement of disadvantaged students at BSS	Achievement of non-disadvantaged students at BSS	Gap between disadvantaged students and non-disadvantaged students at BSS
<b>Progress8</b>	<i>(No Progress 8 measure this year)</i>		
<b>Attainment 8</b>	<b>43.97</b>	<b>58.64</b>	-14.67
<b>% 9-4 in English and Maths</b>	<b>50%</b>	<b>84%</b>	-34
<b>% 9-5 in English and Maths</b>	<b>31%</b>	<b>66%</b>	-35
<b>% Entered for EBacc</b>	<b>56%</b>	<b>86%</b>	-30
<b>% Achieved EBacc at Grade 4</b>	<b>25%</b>	<b>61%</b>	-36
<b>% Achieved EBacc at Grade 5</b>	<b>25%</b>	<b>44%</b>	-19

## 2) Service Pupil Premium funding

Measure	Details
<i>How did you spend your service Pupil Premium allocation last academic year?</i>	The SPP allocation was spent last year as per each student's individual needs – including funding towards enrichment trips and sports clubs.
<i>What was the impact of that spending on service Pupil Premium eligible pupils?</i>	This spending had a positive wellbeing impact on the students in receipt of SPP as it gave them access to valuable experiences deepening relationships and fostering their sense of belonging within the school community.