



# Pupil premium strategy statement – Bishop Bronescombe CofE Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Stewart Gynn
Pupil premium lead	Stewart Gynn
Governor / Trustee lead	Pennie Hermes/Samantha Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75750
Recovery premium funding allocation this academic year	NA
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	NA
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£75750



## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.



## School Context

Bishop Bronescombe Church of England School is a medium sized community church school located in Boscoppa on the South East of St Austell and part of the Rainbow Multi Academy Trust. The national reduction in birth rate has resulted with a mixture of mixed age and single year group classes and it is predicted that by 2028 the school will have single year groups only. The school sits in a moderately deprived area of St Austell and therefore has a mixed catchment; over 30% of pupils live in the 30% most deprived areas in the country.

Our ultimate objectives for our disadvantaged pupils are:

- To support our children's health and wellbeing to enable them to access learning that will challenge them and promote success.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and therefore have the best chance to achieve GCSE's in English and Maths when they leave secondary school.

The range of provision the Governors consider making for this group include and would not be limited to:

- To improve parental engagement and enable them to assist their children in attending school regularly.
- To offer behaviour and nurture support to those children who find learning challenging. During break time and lunchtime to provide activities that promote our Christian Values and enhance learning.
- Support social, emotional and mental health development so that pupils are ready and resilient learners through bespoke provision, direct pupil support, parenting support and enhanced learning opportunities.

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Close learning support (this may be one to one or small group support from an adult)
- To allocate a catch up teacher to each phase – providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning.
- Continued CPD for all staff
- To monitor and promote a love of reading and strengthen oracy across the school.
- Pay for and/or subsidise activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues
2	Narrowing the attainment gap across reading, writing and maths
3	Behaviour and engagement in learning
4	Restricted vocabulary impacting upon learning

## 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
Attainment in Reading	Achieve national average progress scores in KS2 reading
Attainment in Maths	Achieve national average progress scores in KS2 maths
Attainment in Writing	Achieve national average progress scores in KS2 writing
Improved attendance of disadvantaged children	Improve attendance of disadvantaged pupils to at least the national average
Improved learning behaviours and executive function	Reduced behaviour incidents resulting in minimal suspensions and maximum engagement in learning

## 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

Budgeted cost: £28750

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	High quality staff CPD is essential to follow EEF and Rosenshine principles. This is followed up in staff meetings and insets. Time is also allocated for teaching assistants to improve their subject knowledge so that they can support the learning of pupils more effectively.	2,4
RWI (Phonics) CPD training and TA additional hours	Reading at the end of 2022 was lower than the national average and evidence shows that improvements in this area	2,4

<p>Accelerated Reader (AR) subscription</p> <p>CPD vocabulary, oracy and reading</p>	<p>gives pupils a greater chance of success as they progress into KS3.</p> <p>Reading comprehension strategies are highlighted in the EEF toolkit as a key area to help early learners across the curriculum in all subjects. A wide range of strategies are highlighted, however many pupils need to be taught comprehension strategies explicitly and consistently over time. The introduction of AR within the school gives a greater more focussed overview of pupils' reading ages, helps to ensure they choose appropriately challenging books from the library and encourages children to read more.</p>	
<p>Maths – teacher attendance/supply costs</p>	<p>The principles of teaching mastery have been introduced over the last few years with support from the maths hub. Mastery learning is highlighted as having a strong impact as reported by the EEF Toolkit.</p> <p>In 2024 the school focussed upon improving teaching assistants understanding of mastery concepts and pupil's number facts recall.</p> <p>In 2025 and for the life of the current PP plan focus is upon improving pupils' number recall with the introduction of an daily session (WWN)</p>	<p>2,4</p>
<p>Principles of instruction Incremental coaching</p>	<p>CPD focussing upon Rosenshine's Principles of Instruction and establishing the Trust Teaching &amp; Learning Principles. Time set aside to allow teachers to monitor, observe each other's practice and individual targets for teachers to embed in their own classroom practice. Focus has been upon 'feedback', 'modelling' and 'reducing cognitive load'.</p>	<p>2,3,4</p>

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

Budgeted cost: £10,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	<p>The EEF states that small group tutoring has an impact on average of 4 months over the course of a year, when carried out by a trained teacher or teaching assistant. The school has seen success before using the NTP and has now focussed upon school led tutoring for even greater impact.</p> <p>Areas focussed upon are based on 'in school' data. Children that are seen to be falling behind in reading, writing and/or maths have additional teaching in these groups, with a high proportion considered as disadvantaged learners. Termly assessments and pupil progress meetings between teachers and SLT ensure that this process is constantly monitored and reviewed for greatest impact.</p>	2

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSA Nurture TAs Support including interventions and counselling  Support with costs of residential visits and purchase of school uniform	<p>Attendance of PP pupils is in line or better than national averages (including persistent absenteeism rates).</p> <p>SEMH needs met with Nurture Provision, Wild Tribe, Trauma Informed Schools intervention, Motional Screening and outside agency support.</p> <p>There were no suspensions or permanent exclusions in the last two academic years.</p>	1,2,3

**Total budgeted cost: £ 75,750**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attendance % data			
Whole school attendance	Persistent Absence (inc. no. of pupils)	Disadvantaged pupils' attendance	SEND pupils' attendance
95.1%	11.1% (27)	94.2%	93.6%

Exclusion and Suspension data			
No. of suspensions	No. of exclusions	No. of pupils suspensions relate to and % of school population.	No. of pupils exclusions relate to and % of school population.
0	0	0	0

EYFS Good Level of Development (GLD)		Cohort Size: 25	
All	Disadvantaged (inc. no. of pupils)	SEND (inc. no. of pupils)	
52%	(3) 33%	(5) 20%	

Phonics		Cohort Size: 29	
All	Disadvantaged (inc. no. of pupils)	SEND (inc. no. of pupils)	
90%	(4) 50%	(11) 82%	

Key Stage One Data		Cohort Size: 37	
MATHS	All	Disadvantaged (inc. no. of pupils)	SEND (inc. no. of pupils)
	62%	(7) 29%	(8) 13%
READING	All	Disadvantaged (inc. no. of pupils)	SEND (inc. no. of pupils)
	62%	(7) 29%	(8) 25%
WRITING	All	Disadvantaged (inc. no. of pupils)	SEND (inc. no. of pupils)
	51%	(7) 29%	(8) 13%



Multiplication Tables Check (MTC)		Cohort Size: 44	
Average score	% pupils scoring 25/25	Disadvantaged average score (inc. no. of pupils)	SEND average score (inc. no. of pupils)
17.4	11%	(10) 16.4	(13) 15.4

Key Stage Two Data		Cohort Size: 43	
MATHS	All	Disadvantaged (inc. no. of pupils)	SEND (inc. no. of pupils)
	67%	(14) 43%	(11) 36%
READING	All	Disadvantaged (inc. no. of pupils)	SEND (inc. no. of pupils)
	74%	(14) 57%	(11) 45%
WRITING	All	Disadvantaged (inc. no. of pupils)	SEND (inc. no. of pupils)
	81%	(14) 64%	(11) 55%
SPaG	All	Disadvantaged (inc. no. of pupils)	SEND (inc. no. of pupils)
	74%	(14) 50%	(11) 45%
Combined (RWM)	All	Disadvantaged (inc. no. of pupils)	SEND (inc. no. of pupils)
	60%	(14) 36%	(11) 27%



## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
National Tutoring Programme	Teaching Personnel (2021)

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
NA
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
NA