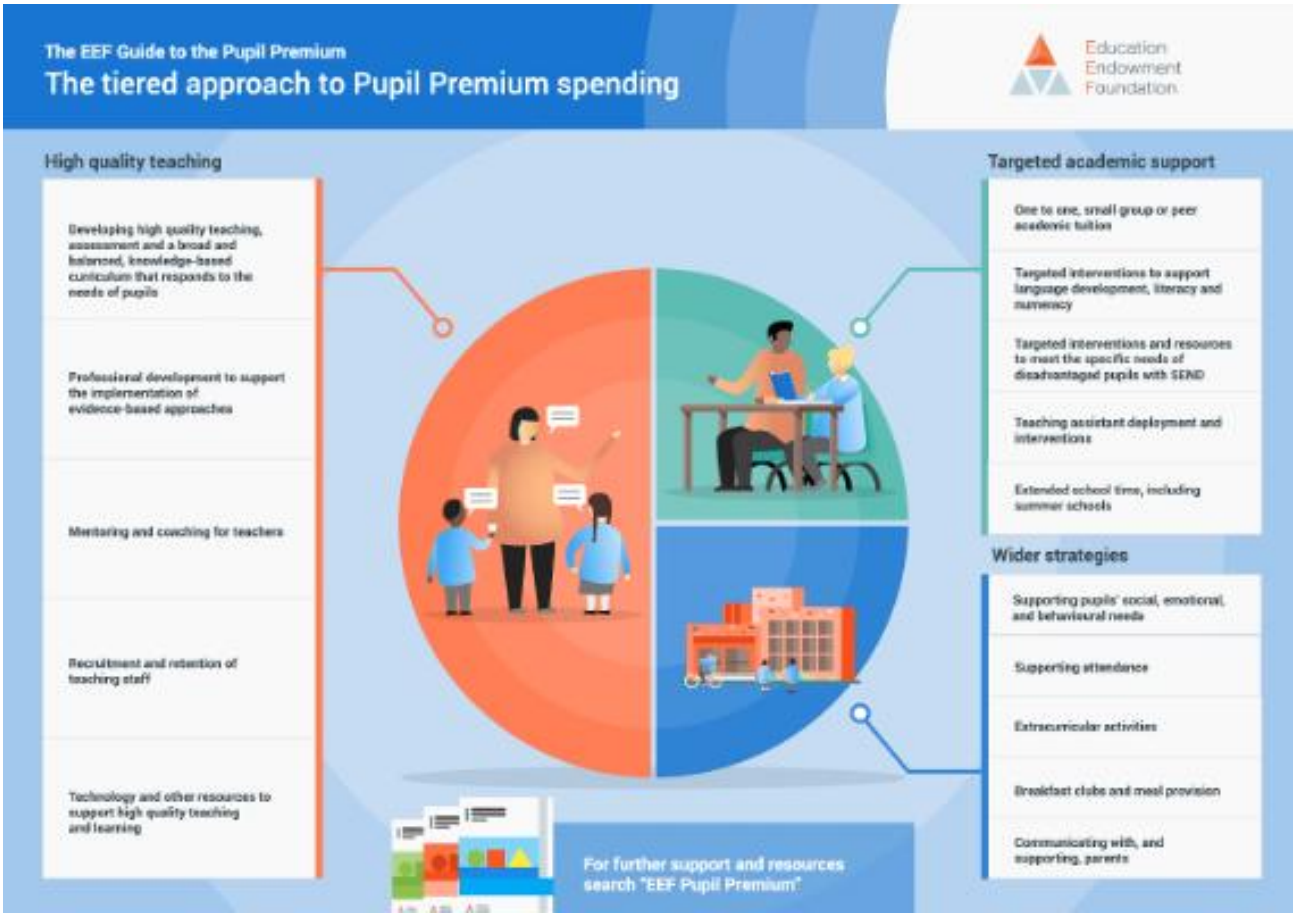
Bishops Lydeard Church School - Pupil premium strategy statement 2026/27 – year 3 of plan

This statement details our school's use of pupil premium funding to help improve the attainment of our learners experiencing disadvantage (LEDs). 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 had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

Detail	Data
Total number of pupils in school	196
Proportion of pupil premium eligible pupils	41 children 21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 – 2027
Publish date	November 2026
Review dates (at least termly - three times a year)	March 2027 July 2027
Statement authorised by	James Dakin
Pupil Premium lead	Heather Davidson
TLC lead	Rebecca Wheatley

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£62,000

Part A: Pupil Premium Strategy Plan

Statement of intent

Statement of Intent

Our pupil premium strategy is rooted in our school vision to **'live life in all its fullness.'** We want all Learners Experiencing Disadvantage (LEDs) to achieve strong academic outcomes, enjoy positive mental and physical health, develop resilience and a strong sense of identity, and leave our school fully prepared to access the opportunities that life has to offer.

Our aim is to use pupil premium funding effectively to ensure that disadvantage is never a barrier to success. Through excellent teaching, memorable experiences, high expectations and targeted support, we strive to help LEDs reach their full potential and flourish both academically and personally.

A significant proportion of our pupils face the challenges associated with socio-economic disadvantage. While our strategy is centred on the needs of LEDs, the approaches we adopt are designed to improve outcomes for all pupils and contribute to a culture of inclusion, aspiration and achievement across the school.

Our strategy works towards these objectives by identifying and removing barriers to learning, attendance, participation and achievement. We carefully use funding to provide evidence-informed support and interventions where they will have the greatest impact, ensuring that LEDs receive the academic, pastoral and enrichment opportunities they need to thrive.

Key Principles

Our pupil premium strategy is underpinned by the following principles:

- High expectations for all pupils regardless of background or circumstance.
- Early identification and removal of barriers to learning and attendance.
- Evidence-informed approaches that are proven to improve outcomes.
- Equity of opportunity, ensuring all pupils can fully participate in school life.
- Effective use of resources where they will have the greatest impact.
- A focus on both academic achievement and personal development.

Our Key Objectives

1. Ensure LEDs feel safe, valued and supported in school, attend regularly and fully engage with all aspects of school life.

2. Maintain high expectations for every LED, providing targeted support and evidence-based strategies that enable pupils to make expected or better progress and catch up where necessary.

3. Narrow the attainment gap between LEDs and their peers, particularly in key areas of learning, so that all pupils can achieve their full potential.

4. Promote positive mental health, wellbeing, resilience and self-belief, enabling LEDs to develop the confidence and character needed to succeed both in school and beyond.

5. Ensure LEDs have equitable access to enrichment opportunities, memorable experiences and wider curriculum activities that broaden horizons and support personal development.

Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	**Gaps in combine RWM attainment:** Internal and external assessments indicate that LEDs are more vulnerable to underachievement in reading, writing and mathematics (RWM). While early outcomes show some positive signs, attainment gaps remain evident and widen as pupils move through the school. In EYFS, 78% of pupils achieved a Good Level of Development (GLD), compared to 57% of LEDs, a gap of 21 percentage points. Phonics outcomes are more positive, with 100% of LEDs in Year 1 meeting the expected standard in the 2026 Phonics Screening Check. However, by the end of KS2, only 22% of LEDs achieved Age-Related Expectations (ARE) in reading, writing and mathematics combined, compared to 48% of non-LED pupils, a gap of 26 percentage points. School assessment data also indicates that the attainment gap between LEDs and their peers increases across Years 3-6.
2	**Attainment in Writing:** Internal assessment, book scrutiny and pupil voice indicate that some LEDs lack confidence and resilience as writers. As a result, writing stamina and motivation can be limited, affecting pupils' ability to interpret language structures and authorial choices and apply these effectively in their own writing. This is reflected in attainment outcomes. In KS2, 44% of LEDs achieved Age-Related Expectations (ARE) in writing in 2026, compared with 60% of non-LED pupils, representing a 16 percentage point gap. In recent pupil voice across all school years, the average score for 'How much do you enjoy writing lessons?' was 3/5. Of those who are PP eligible, the score was 1/5.
3	**Well-being and Emotional Needs:** Conversations with families, behaviour data and our safeguarding information indicate that a number of LEDs experience social, emotional and mental health barriers that affect their readiness to learn. School data shows that LEDs are disproportionately represented within wellbeing and pastoral support interventions. High levels of adverse childhood experiences (ACEs), trauma and other external factors can impact engagement, concentration and self-regulation, which in turn affects attendance, attainment and progress across the curriculum.
4	**Enrichment Opportunities:** School assessments and pupil information indicate that some LEDs had fewer opportunities to access a broad range of life experiences and learning opportunities outside school. This can contribute to gaps in vocabulary, background knowledge and cultural capital, impacting attainment and engagement across the curriculum.
5	**Attendance:** Overall absence and persistent absence are higher amongst disadvantaged pupils, with often lower levels of parental engagement with school. In 2026, the overall absence in school was 5.0% but for those eligible for PP funding, it was 7.1%. For persistent absentees, overall was 11.5%, however for those eligible for PP funding, it was 25.6%.

Intended outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment in RWM among LEDs.	KS1 and KS2 RWM combined outcomes in 2026/27 show that the number of LEDs meeting the expected standard is in line with national figures. The number of LEDs in EYFS reaching GLD is in line with national figures.
Attainment and attitudes to writing improve among LEDs.	KS2 writing outcomes in 2026/27 show that the number of LEDs meeting the expected standard is in line with national figures.
Teaching across all subjects is consistently good or better for all children.	Learning walks and book monitoring show that teaching and learning is effective 100% of the time. Continuous professional development is focused on raising the standards of teaching and learning for all children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupil premium eligible children are supported through interventions in core subjects.	Pupil progress meetings will show that PP eligible children make accelerated progress on the identified gaps following intervention.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our LEDs, to enable them to access the curriculum.	Sustained high levels of wellbeing by 2026/27 demonstrated by: Qualitative data from pupil voice, pupil and parent surveys, teacher observations and intervention data. A significant increase in participation in enrichment activities, such as music lessons, lunchtime clubs, sports fixtures, particularly among LEDs. Children will use a range of school led initiatives (ELSA, Trauma-informed practice, S&L support) to spend more time in class, access more learning opportunities and improve their social and academic performance
To fully implement the attendance policy to achieve and sustain improved attendance for all pupils, particularly our LEDs.	Sustained high attendance by 2027 demonstrated by: The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to be the same. The percentage of all pupils who are persistently absent being below 11% and the figure among LEDs being no more than 5% higher than their peers.

Shared responsibility for LED children between all staff through the creation and maintenance of a single LED register that combines PP, SEND, EAL, CIN/CP, LAC and persistent absence flags.	All LEDs tracked and identified in one central system so all staff have an accurate and up to date overview of need across the school. Improved accountability for pupil outcomes – LEDs assigned to named members of staff. Improved coordination across safeguarding, SEND, attendance and inclusion – joined-up approach to support LEDs.

Activity in this academic year

This details how you intend to spend the pupil premium funding **this academic year** to address the challenges listed above

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £13,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use StepLab coaching to embed evidence-informed teaching strategies focused on adaptive teaching, scaffolding, explicit instruction, retrieval practice and metacognition for LEDs.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 1. High-quality teaching | EEF	1, 2
Release time for SLT (HT/DHT) to support QFT and mentoring. Half-termly coaching cycles aligned to Teaching Excellence priorities (e.g. scaffolding in maths, retrieval practice etc.)	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers. Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute	
Purchase high-quality writing resources to support delivery of the curriculum and improve writing outcomes (Literacy Tree). Embed explicit teaching of vocabulary, sentence construction and	The EEF suggests that teachers should develop pupils' transcription and sentence construction skills through extensive practice. EEF-KS2-lit-2nd-Recommendations-poster.pdf	1, 2

writing structures through high-quality CPD. Release time staff to observe others within the school and the trust to ensure consistency and excellence.		
CPD in targeted feedback, particularly for LEDs, to develop resilience, self-regulation and independence as writers. Granular data analysis and use of LED target sheets in every classroom to plug specific gaps.	High-quality feedback can add up to +6 months' progress. Feedback | EEF	1, 2
Continue to train staff in high-quality phonics and early reading provision through RWInc, including targeted support for identified LEDs.	Phonics approaches have an average impact of +5 months and are particularly beneficial for disadvantaged pupils. Phonics | EEF	1, 2

Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budgeted Cost: £44,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and TAs to deliver targeted small-group and individual interventions for LEDs based on assessment and gap analysis in reading, writing and mathematics. Pre- and post-teaching are used to ensure children keep up. Interventions on sentence structures (colourful semantics) early reading, spelling and phonics (RWI) and maths fluency (White Rose, Times Table Rockstars). Interventions are timetabled, logged and regularly reviewed. Entry	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Teaching Assistant Interventions | EEF	1, 2, 3, 4

and exit points, 6-8 week cycles.		
Teacher, SENDCO and PP lead to work together to use assessments to: a. Adequately identify which LED pupils require a structured programme of interventions b. Ensure individual passports support progress c. Embed graduated response and APDR cycle	Targeted support is most effective when closely linked to classroom learning and informed by assessment. Small group tuition | EEF On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition | EEF	1, 2, 3, 4

Wider Strategies (for example, related to behaviour, attendance, wellbeing)

Budgeted Cost: £3,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver trauma-informed pastoral support and attendance interventions for identified LEDs.	Social and emotional learning approaches can improve academic outcomes and engagement (+3 months). Social and emotional learning | EEF	1, 2, 3, 4, 5
Delivery of social and emotional skills programmes through emotional literacy support assistants (ELSAs) – additional staff member to be trained.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Improving Social and Emotional Learning in Primary Schools | EEF	1, 2, 3, 4, 5
Creation of an Opportunity Fund – small, rapid-response budget for uniform, trips, devices, music lessons or counselling. Log spend against individual outcomes.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation | EEF There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Physical activity | EEF	1, 2, 3, 4, 5
Embedding principles of good practice set out in the DfE's Improving	Research shows that having a positive impact on attendance uses several different approaches depending on the needs of pupils, including a team to	5

School Attendance advice – weekly attendance tasking for rapid response – SLT/Attendance Officer to review LED attendance weekly, make same-day contact for absence. Tailored support for families – family meeting, attendance plan, transport/payment help. All recorded on the attendance tracker.	monitor and track attendance, parental communication, and motivation systems. Supporting school attendance | EEF	

Total budgeted cost: £62,000

Part B: Review of outcomes in the previous academic year
Outcomes for disadvantaged pupils

This details the impact that your pupil premium activity had on pupils in the 2025 to 2026 academic year.

To support you with Part B you could complete this table or paste in relevant sections of the Mime Report.

Assessment 2025/26	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %
EYFS Profile GLD	57	78	51.5	72.5
Year 1 PSC	100	88	68	86
MTC (Average Score)	24	21.25	19.3	21.7
KS2 RWM EXS+	22	48	47	69
KS2 R EXS+	56	72	63	81
KS2 W EXS+	44	60	60	79
KS2 M EXS+	33	64	62	82
KS2 RWM GDS	11	16	4	11
KS2 R GDS	22	28	31	39
KS2 W GDS	11	20	7	16
KS2 M GDS	11	20	15	32
Attendance	90.98	95.0	92.1	95.5
Persistent Absence	25.6	11.5	26.6	10.3
Suspensions (total number of sessions for 25/26)	2	5		

Commentary/Analysis

We have analysed the academic performance of our school's LEDs during the 2025/26 academic year using key stage 1 and 2 performance data, phonics check results, MTC results and our own internal assessments.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2025/26 was mixed. There is a definite distinction between KS1 and KS2. In EYFS and KS1, our LEDs performed better in the GLD and Phonics Screening Test when compared with national averages.

Last year the mean score in the MTC for non-LED was 24 marks, and LED 21.25. National was 21.7. The previous year 24/25 non-LED was 15.6% and for LED was 11.3%. This shows an increase of 8.39 marks for non-LED and an increase of 10.17 marks for LEDs

There is a significant gap between our school results and the national averages at the end of KS2 SATs. Our three-year trend in R/W/M for FSM6 is significantly below (20% compared with 47%). Our combined scores for LEDs for R/W/M are significantly below the national average and scores in all subjects individually do not compare with national averages – of particular concern is Maths where only 33% of LEDs made the expected standard (nationally 62%).

In writing, there has been a narrowing of the gap for pupils achieving ARE between LEDs and non-LEDs from 17% (2025) to 44% and the IDSR has moved from significantly below to below however, the 3-year trend still indicates that the banding for LEDs is significantly below. In maths the trend is the same and in reading the banding has moved from below to close to average. Progress, however, in maths and writing is close to average and above average in reading.

For LEDs achieving GDS at the end of KS2, our combined score was greater than the national average, as was the score for writing. However in maths and reading, the scores were again below national average. These trends are very similar when compared with other schools within the BWMAT. When looking at the trends over time, progress is being made with an increase of 3 percentage points in combined R/W/M results from 2025.

Progress across the rest of the school is mixed. In year 3, where there were 3 new PP joiners across the year, in reading and writing, Teacher Assessment suggests that LEDs reaching ARE by the end of the year was greater than the BWMAT average, however those reaching ARE in maths was significantly lower (29%) which meant that the combined scores for R/W/M were only 14%. In year 4, 75% of LEDs reached ARE in combined R/W/M but in year 5, only 23% of pupils reached ARE in R/W/M combined – this is a year group with significant SEND and a large proportion of LEDs.

Teaching

The investment in improving teaching and learning and the use of Steplab as a coaching and monitoring tool has had a significant impact. Our data from learning walks, book looks and pupil voice show there has been a marked improvement in teaching and learning across the school and

leaders now have a shared understand and language around what effective, quality first teaching looks like.

Staff CPD in targeted feedback and granular analysis of data within pupil progress meetings has supported many LEDs to make accelerated progress. Can I add data here?

Targeted Support

Small group intervention has shown to be successful when it is focussed on the individual gaps. This was evident in year 6 in particular where afternoon interventions in reading and maths were targeted and immediate. The option to share the intervention between the TA and teacher was also effective. TAs being used to cover classes may have an impact on the effectiveness of these interventions as consistency is key to success. This will have to be a consideration as we move forward so that the impact of interventions is not diminished.

Wider Strategies

A three-year trend shows that pupil absence is improving. Our FSM6 banding has moved from blow to close to average, however, average attendance for our LEDs (90.98%) is lower than for those pupils who are not LED (95.0%) and the gap between LED and non-LED for persistent absence is particularly high (this follows the national trend). When compared with national figures, our attendance rates for LEDs are close to the national average, with our FSM6 banding moving from above to close to average. Suspensions were above national bandings for FSM6.

We understand the continued need for strategies to be in place to address absenteeism and why raising attendance for all children is still a strong focus of our current plan. We plan to increase our monitoring of attendance for LEDs and intervene more quickly with families.

Include some info/data about enrichment and well-being

Our analysis means that we are not at present on course to achieve the outcomes that we set out to achieve in our 2025/26 strategy and so have reviewed our plan. We have made changes to how we intend to use some of our budget this academic year, as set out in the ‘Activity in This Academic Year’ section above.

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance Learning
Ruth Miskin - Read Write Inc	Oxford University Press
Cracking Comprehension	Rising Stars
Spelling Shed	EdShed

Times Table Rock Stars	Maths Circle
Purple Mash	2simple
LEXIA – Literacy Learning for All	LEXIA UK

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation in the last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (Optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium funding.

What 'free' things could I add here?

Notes

The draft PP strategy should be shared with your RHD by the **13/11/26** for review.

The strategy should be ratified by your TLC before publication.

The final agreed PP strategy should be published on your website by **31/12/26**


Delivering an Excellent Pupil Premium Strategy
1
STEP 1
DIAGNOSIS: IDENTIFYING NEED
Understand pupils and context to identify the root causes of underachievement.
2
STEP 2
STRATEGY AND PLANNING
Select evidence-informed approaches and plan interventions to address identified needs.
3
STEP 3
IMPLEMENTATION
Deliver high-quality teaching and targeted support with fidelity and consistency.
4
STEP 4
MONITOR AND REVIEW (IN-YEAR)
Monitor implementation and pupil outcomes regularly and adapt in response.
5
STEP 5
EVALUATION AND ACCOUNTABILITY
Evaluate impact, ensure accountability and use learning to inform next steps and planning.
8
CHARACTERISTICS OF A STRONG PUPIL PREMIUM STRATEGY
1 ASSESSMENT NOT ASSUMPTION
2 EEF ALIGNED, TEACHING LED APPROACH
3 EVIDENCE DRIVEN AND CRITICALLY EVALUATED
MEASURABLE GOALS OVER THE SHORT, MEDIUM AND LONG-TERM
FULLY EMBEDDED IN WHOLE SCHOOL CULTURE AND PRACTICE
IDENTIFYING AND ADDRESSING NON-ACADEMIC BARRIERS
7 ROBUSTLY MONITORED AND EVALUATED THROUGHOUT THE YEAR
8 CLEAR EVIDENCE OF IMPACT IN IDSR TRENDS OVER TIME