

## 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	Bishopton PRU
Proportion (%) of pupil premium eligible pupils	70
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Gill Warby
Pupil premium lead	Gill Warby
Governor / Trustee lead	Mr Potts

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,944
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<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>	£47,944

# Part A: Pupil premium strategy plan

## Statement of intent

Pupils who attend Bishopton have been permanently excluded from their mainstream school. Many of these pupils have significant gaps in their learning due to their lack of attendance in lessons often due to their challenging behaviour. Some pupils arrive Bishopton with unmet SEND needs as their challenging behaviour has masked other issues. In addition, many of our pupils have been affected by adverse childhood experiences and require targeted personal development interventions to reduce their interrupted emotional development delay.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Persistent or severe absence from school.
2	The majority of pupils arrive at Bishopton with significant gaps in their curriculum learning and typically have low levels of literacy affecting their engagement with learning. Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
3	Pupils arrive at Bishopton displaying challenging and dysregulated behaviour which affects their emotional, social and wellbeing including behaviour for learning.

4	Pupils in Y11 are at risk of becoming NEET when they leave school because an appropriate positive destination has not been secured before they leave.
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## 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
All children will learn and use life skills which support positive emotional and mental health, all children will have access, if needed, to intervention which will be delivered by trained staff in school.	Pupils' resilience will improve due to strategies taught which will be demonstrated in their positive behaviour throughout the school.
Behaviour issues addressed. Pupils will be monitored and rated on their behaviour using TRACK.	Pupils' behaviour improves. Fewer incidents recorded and improvements in behaviour points. This will be evidenced through behaviour point's data, CPOMs and records of incident.
Increased attendance rates for pupils eligible for PP.	Further reduce number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP to improve.
PP pupils improve their reading age from their baseline.	80% PP students improve their reading age.
Improved attainment for disadvantaged pupils in English and Maths from their starting points.	80% of PP students made expected progress from their starting points.

## Activity in this academic year

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

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

Budgeted cost: £5,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Further development of the Careers, Information and Guidance programme across KS3 and KS4	Y11 pupil premium learners have a Post 16 destination in readiness for September 2025	4

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

Budgeted cost: £25,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Pupil Premium learners have access to high quality intervention sessions which will ensure learners who are not making expected progress have access to tailored support.	At each Data Capture any gaps identified to narrow. Intervention to be addressed around learning needs through EP. All pupil premium pupils to engage with independent learning opportunities, including Century Learning.	1 & 2
Improve reading performance of pupil premium pupils.	80% of all pupil premium pupils make good progress in reading with no pupils making less than required improvement Pupils reading age measured at the start and regular intervals throughout the year.	1 & 2

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

Budgeted cost: £15,944

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To improve attendance of pupils attracting pupil premium.	Improved attendance recorded for these learners. Robust and supportive attendance intervention plans to be in place for these learners.	3

	Overall attendance for learners eligible for pupil premium to improve to the school target	
Improve the mental health and well-being of pupils in school through a therapeutic offer.	Pupils mental health is declining at a national level. We are determined to support our community to ensure that Bishopton pupils are equipped to develop their skills needed to monitor and improve their own mental health. We believe that good emotional health will support academic performance and prepare pupils for life in modern Britain.	3

**Total budgeted cost: £47,944**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Challenges within school were addressed in part by pupil premium, these included:

- A new behaviour strategy which settled the school and allowed teaching and learning to be the focus.
- Mental health and therapeutic support was identified as being a key priority and was funded.

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

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