



Going for GOLD with God.

Bishop Rawle C.E. Primary School

Pupil Premium statement 2024/25

Pupil premium strategy statement – Bishop Rawle C E Primary School

This statement details our school's use of pupil premium funding to help improve outcomes of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lindsay Brayford Headteacher
Pupil premium lead	L Brayford
Governor / Trustee lead	B Fabi (24/25) & T. Cadman (25/26) Link Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66975
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£66975

Part A: Pupil premium strategy plan

Statement of intent

The aims of The Moorlands Primary Federation are:

To provide high-quality education in each of our schools;

To offer an education rooted in faith, shared Christian values and love; *

To provide every child with life-enriching experiences, instilling a passion and enjoyment of learning and to enable children to make a positive contribution to their world;

To develop a highly-skilled teaching and learning team, which shares good practice in order to benefit the children within each school and to further develop staff.

*Diocesan schools

Objectives for our disadvantaged pupils?

To provide all pupils with fair and equal opportunities to achieve their potential in all areas of the curriculum.

To use extra funding for disadvantaged pupils to support opportunities and ensure that first class teaching is accessible.

To plan, monitor and evaluate support and intervention to secure progress and achievement.

How our pupil premium strategy enables us to achieve the objectives?

At the point this strategy was implemented, we have thirty-seven children eligible for PP funding. Their attainment and achievement is varied. Some children are high attainers. It is our intention to use PP funding to 'challenge' these children to achieve even more. 83% of our funding is spent on educational staff, as we believe this has the greatest impact on pupil outcomes. Our ability to deliver our strategy depends upon the children attending school.

Key principles of our strategy plan?

- Provision of excellent teaching through recruitment, retention and CPD of staff – resulting in excellent pedagogy;
- Access to high-quality educational resources and experiences for all disadvantaged pupils across all provision;
- Targeted academic support for disadvantaged pupils including academic guidance and pastoral support;
- Provision of strategies to support disadvantaged pupils with their attendance, and well-being;
- Bespoke support to meet the needs of individual circumstances.

Challenges

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

Challenge number	Detail of challenge
1	Continued challenge of improving progress and attainment in reading, writing and maths of children in receipt of PP funding.
2	26% of PP children are listed on our SENDs register – all below NEL in reading and writing.
3	Not all PP children have fair access to educational materials and extra-curricular activities
4	Children in receipt of PP have slightly lower attendance than those who do not receive PP funding

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
Improve progress and attainment in reading, writing and maths of PP children and diminish the difference between their attainment and national expected level.	Diminish the difference between National expected levels of attainment and attainment.
Ensure all PP children have equal access to all extra-curricular school activities.	All PP children to attend educational visits
Improve the attendance of PP children.	The gap in attendance between PP children and non-PP children is insignificant.
Ensure all PP children have appropriate, equal, educational materials as non-PP children	All PP children to be offered electronic resources to facilitate remote learning. School uniform to be available to all children.

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.

Budgeted cost: 55323

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2
ELSA		1, 2

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

Budgeted cost: **£10460**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund all educational visits for PP children.</p> <p>(40 X 25 = 1000)</p> <p>Year 6 PP children Laches Wood and other ed visits (6 X 410 = 2460)</p> <p>Performing arts participation</p> <p>Peripatetic music tuition (10 X 200 = 2000)</p> <p>Education materials (40 X 100 = 4000)</p>	<p>Arts participation (EEF)</p> <p>'Arts participation approaches can have a positive impact on academic out- comes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond Maths or English outcomes.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</p>	3, 4

School Uniform if and when required (40 X 25 = 1000)	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. (EFF)	3, 4
Contingency fund for acute issues. Approx. 1250	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £11710