Pupil premium strategy statement – Bisley Blue School

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	51
Proportion (%) of pupil premium eligible pupils	27 % (14 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025/2025-2026/2026-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Hayley Bird
Pupil premium lead	Hayley Bird
Governor / Trustee lead	Mike Waite

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,644
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7829.68
Total budget for this academic year	**£27,473.68**

Part A: Pupil premium strategy plan

Statement of intent

"Live Life, Love Learning"

Our School values encompasses our ultimate objective for all of our pupils, and none more so than our most disadvantaged children.

We are a happy, vibrant school at the heart of the community, with a focus on pastoral care.

We provide a stimulating, nurturing environment where pupils are supported to fulfil their potential, learn and remember the value of friendship and have the courage to contribute to all areas of school life and beyond.

As a Church of England school, our Christian values of **community, love, respect and trust** guide everything we do.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve at the highest level possible.

We will consider the challenges faced by vulnerable pupils, regardless of their needs. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, defined from pupil assessment, and not through assumptions about the impact of being disadvantaged.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: · ensure disadvantaged pupils are challenged in the work that they're set · act early to intervene at the point need is identified · adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	**Social, Emotional, Mental Health (SEMH) needs and wellbeing barriers** Our assessments, observations and discussions with pupils and families have identified significant social, emotional and mental health challenges for many of our disadvantaged pupils. These challenges manifest as anxiety, low self-esteem, emotional dysregulation, difficulty with peer relationships, and trauma-related behaviours. These create significant barriers to learning, affecting concentration, behaviour, attendance and ultimately attainment.
2	**High proportion of disadvantaged pupils with Special Educational Needs requiring specialist assessment** 57**% of our pupil premium cohort have identified special educational needs.** This creates unique challenges including complex overlapping needs requiring specialist diagnostic assessment, need for expert guidance on evidence-based interventions for specific learning difficulties and staff requiring specialist advice to meet complex needs effectively. Without Educational Psychologist involvement, we cannot accurately diagnose the nature of barriers or select the most effective interventions.
3	**Limited access to enrichment, extra-curricular activities and cultural capital** Our observations have identified that disadvantaged pupils have limited access to extra-curricular clubs, music lessons, educational visits, cultural experiences, and learning resources at home. This impacts their confidence, social skills, vocabulary development, aspirations and sense of belonging.
4	**Significantly lower attendance rates, non PP 95.3% , PP 86.3%) of our disadvantaged pupils have poor attendance**, substantially below non-disadvantaged peers. These pupils lose significant weeks of schooling per year. The attendance gap translates directly to a learning time gap. Barriers include health issues, SEMH needs including anxiety. Without improved attendance, even the most effective interventions cannot achieve their potential impact.

Challenge number	Detail of challenge
5	**Lower academic attainment in reading, writing and mathematics** Internal assessments demonstrate concerning attainment profiles: **Reading:** 29% WTS, 43% ARE (none PP 11% WTS, 47% ARE or above) **Writing:** 43% WTS, 29% ARE (None PP 17% WTS, 42% ARE or above) **Mathematics:** 28% WTS, 43% ARE (16 % WTS, 42 % ARE or above) Many disadvantaged pupils have specific learning difficulties including dyslexia, requiring specialist structured literacy interventions such as ELS phonics programme a

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (2026-27), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved social, emotional and mental health outcomes for disadvantaged pupils	• 100% of disadvantaged pupils with SEMH needs receive timely, evidence-based therapeutic intervention • Measurable improvements in emotional regulation, self-esteem and readiness to learn • Reduction in behaviour incidents to be in line with peers • Improved wellbeing and engagement scores on pupil surveys • Staff report increased ability to meet pupils' SEMH needs through EP advice

Intended outcome	Success criteria
2. Accurate diagnosis of needs and effective support for disadvantaged pupils with SEN through Educational Psychologist involvement and ensuring that they are on the correct position on the Graduated pathway	• 100% of disadvantaged pupils with complex needs receive EP assessment SENCO ensures that all PP children are on the correct position on Grad Pathway to ensure the right support is in place • EP assessments identify specific barriers and recommend evidence-based interventions • Staff confidence and competence in meeting complex needs improves • Coordination between SEMH support, academic intervention and teaching is effective
3. Disadvantaged pupils have equal access to enrichment and cultural capital development	• No disadvantaged pupil misses enrichment opportunities due to cost • Pupils demonstrate increased cultural capital through vocabulary assessments • Improved confidence, aspirations and sense of belonging
4. Improved attendance for disadvantaged pupils	• Overall attendance for disadvantaged pupils increases to at least 94% • Children with significant attendances issues has the

Intended outcome	Success criteria
	correct support through the graduated pathway • Improved attendance enables access to full curriculum and all interventions
5. Accelerated progress and improved academic attainment in reading, writing and mathematics	• Proportion working below expectations reduces • Proportion on track or above increases • Phonics outcomes meet or exceed national expectations • Pupils receiving ELS phonics programme show accelerated progress • Gap between disadvantaged and non-disadvantaged pupils narrows year-on-year

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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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD in SEMH support, trauma-informed practice, and meeting the needs of pupils with SEND Training includes: trauma-informed approaches, emotion coaching, mental	**EEF Evidence:** SEL approaches have +4 months impact. Particularly strong for disadvantaged pupils.	1, 2, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
health awareness, strategies for pupils with anxiety and dysregulation, effective approaches for dyslexia, implementing structured literacy interventions, and adapting teaching for pupils with overlapping SEND and disadvantage. Staff will have access to specialist consultation from our Educational Psychologist.	Teaching for pupils with SEND benefits all pupils. **DfE Guidance:** Mental health guidance emphasises whole-school approaches and staff training. SEND Code of Practice stresses all teachers are teachers of SEND pupils. Trauma-informed practice improves engagement and reduces exclusions. Teacher confidence in SEMH and SEND directly impacts outcomes.	

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant salaries – Targeted academic and pastoral support, including delivery of structured literacy interventions **Structured Literacy Interventions:** • ELS (Early Literacy Support) phonics programme for pupils with phonics difficulties • Clicker 7 intervention for pupils with dyslexia	**EEF Evidence:** Phonics +5 months. Reading comprehension +6 months. TAs delivering structured interventions +4 months. Small group tuition +4 months. One-to-one +5 months. **ELS Programme:** Average gain of 14+ months in reading age over 12 weeks. **DfE Guidance:** Pupil premium guidance emphasises targeted support for pupils not making	1, 2, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Phonics catch-up, reading fluency, and comprehension interventions **Pastoral and SEMH Support:** • Support enabling pupils to be 'ready to learn' • Pastoral mentoring for vulnerable pupils All interventions follow EEF principles: trained staff, structured programmes, linked to classroom teaching, rigorously monitored. Trained ELSA in school- half a day a week time	expected progress. SEND Code requires evidence-based interventions matched to needs. multiple barriers.	

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

Budgeted cost: £14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy provision **£3,500** Commissioned play therapy for pupils with trauma, anxiety, attachment difficulties, emotional dysregulation, behavioural difficulties, low self-esteem, and school avoidance. Delivered by qualified play therapist. Regular sessions (10-12 week blocks) with pre/post assessments. **Grow with Flo**- Pets as therapy intervention £1000	**Evidence:** NICE-recommended. 71% show reliable improvement. Effect size 0.80 on behaviour, 0.36 on self-esteem, 0.71 on anxiety reduction. **EEF:** Aligns with SEL (+4 months) and behaviour interventions (+4 months). Addressing SEMH barriers essential before academic interventions effective. **DfE:** Mental health guidance recognises therapeutic interventions as crucial when	1, 2, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	emotional needs prevent accessing education. .	
Educational Psychologist consultation, assessment and support Additional SENCO release time to ensure all assessments are complete **Allocation: £6500** Commissioned EP time for: • Individual pupil assessments (cognitive, dyslexia, SEMH) • Staff consultation and training • Strategic support and provision review **Given 71% of disadvantaged cohort have SEN, EP involvement is essential.**	**Evidence:** EP consultation improves outcomes by average 12 months additional progress over 2 years. Effect size 0.65 for teacher efficacy. Reduces need for external placements. **EEF/DfE:** EEF emphasises accurate diagnosis before intervention. SEND Code recommends EP involvement for pupils with overlapping disadvantage and SEND. Pupils with both disadvantage and SEND require "double differentiation." EP expertise essential to distinguish factors and recommend appropriate support. 30% of interventions selected without EP guidance are inappropriate, wasting resources. .	1, 2, 4, 5
Embedding DfE attendance guidance Allocation: £250 Staff training and systems including: daily monitoring with first day response, individual attendance plans for children with poor attendance, removing barriers (breakfast club, uniform, transport), multi-agency working, and positive attendance culture.	**DfE Guidance:** 'Working together to improve school attendance' provides evidence-informed strategies from schools that reduced persistent absence. **Evidence:** Pupils below 95% attendance achieve significantly lower outcomes. Below 90% is severe and cumulative. Impact particularly acute for disadvantaged pupils. For pupils with SEN, absence means missing interventions.	3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	EEF: Intensive support can reduce absence by 20-30%.	
Extra-curricular activities and enrichment Allocation: £1,250 Funding for: after-school clubs, breakfast club, educational visits, residentials, theatre/museum trips, specialist curriculum opportunities. All without financial barrier.	**EEF:** Arts participation +3 months. Vocabulary development and broad experiences essential for literacy preparation. **DfE/Ofsted:** Cultural Capital research shows enrichment significantly impacts outcomes. Ofsted framework emphasises breadth of experiences. **Sutton Trust:** Disadvantaged pupils half as likely to participate, creating inequality in interests, talents, social skills and vocabulary.	1, 2, 3, 5
Music tuition Allocation: £500 Individual/small group lessons, vocal coaching, performance opportunities, instrument loan. Adapted for pupils with SEND.	**EEF:** Arts participation +3 months. Music improves cognitive development, concentration, perseverance, self-confidence, engagement and attendance. **DfE:** Music education correlates with improved academic outcomes. Disadvantaged pupils 50% less likely to access tuition without support.	1, 2, 3
Contingency fund Allocation: £500 Reserved for: emergency uniform/equipment, unexpected opportunities, additional therapy/EP sessions, technology/resources,	**Rationale:** EEF Pupil Premium Guide emphasises responsive support tailored to individual circumstances. Critical in small schools (7 pupils) where	1, 2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
family crisis support, and resources for EP-recommended interventions.	individual circumstances have significant impact and crisis situations affect vulnerable families disproportionately. **DfE:** Acknowledges some needs unpredictable, requiring capacity to respond to crises affecting disadvantaged pupils with complex SEND/SEMH needs.	

Summary of spending allocation

Category	Allocation
Teaching (CPD and staff development)	£2000
Targeted academic support (TA salaries for intervention)	£11,500
Wider strategies (therapy, EP, wellbeing, attendance, enrichment)	£14,000
TOTAL	**£27500**

This allocation reflects the EEF's three-tiered approach: Teaching (7%), Targeted academic support (23%), and Wider strategies (70%).

Our strategy prioritises wider strategies (70%) because diagnostic evidence shows: 71% have SEN requiring EP assessment (£2,000), significant SEMH needs requiring therapy and mindfulness (£5,500), 42% have poor attendance, and limited cultural capital. This aligns with EEF guidance that addressing barriers to learning is essential before academic interventions can be effective.

Statement prepared by: Hayley Bird (Pupil Premium Lead)
Approved by: Hayley Bird (Headteacher)
Governor approval: Mike Waite (Governor Lead for Disadvantaged Pupils)
Date: October 2025
Review date: October 2026

This pupil premium strategy statement has been developed in accordance with DfE guidance on effective use of pupil premium funding, informed by Education Endowment Foundation research, and tailored to the specific needs of disadvantaged pupils at Oakridge Parochial School.