

Bishopswood School

Pupil premium strategy statement 2025-2028

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 | 75 |
| Proportion (%) of pupil premium eligible pupils | 53% (42 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025-2028 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Priya Bhagrath, Headteacher |
| Pupil premium lead | Priya Bhagrath, Headteacher |
| Governor / Trustee lead | Lisa Goodenough |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £36,299 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <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> | £36,299 |

Part A: Pupil premium strategy plan

Statement of intent

At Bishopswood School, over half of our pupils are eligible for Pupil Premium. This means that our Pupil Premium strategy is central to our whole-school approach: high-quality teaching, effective interventions, and wider opportunities must be strong across all strands of curriculum, teaching and learning, and school life.

Our strategy is built on the EEF's evidence-based model:

- **High-quality teaching** – ensuring consistently good or better teaching, well-sequenced curriculum delivery, and effective assessment practice to raise attainment for all pupils, particularly in English, maths, communication, and independence.
- **Targeted academic support** – providing timely, evidence-led interventions, such as phonics, language and communication support, and structured maths catch-up, to help disadvantaged pupils close gaps and sustain progress.
- **Wider strategies** – addressing the barriers that limit learning, including home school relationships, attendance, self-regulation, wellbeing, and access to enrichment and community opportunities that broaden horizons and prepare pupils for adulthood.

Our overarching aim is to ensure that every pupil, regardless of background or challenge, develops the skills, knowledge, and confidence they need to lead happy, independent, and fulfilling lives. This includes equipping them with functional communication, employability skills, resilience, and positive mental health.

We recognise that disadvantage is not a single profile: some pupils face multiple vulnerabilities, such as being in care, having a social worker, or being a young carer. Therefore, our strategy is adaptive and responsive to individual need, rather than assuming the same barriers for every child.

We are committed to:

- Holding high expectations for all disadvantaged pupils.
- Using robust assessment and progress monitoring to identify and respond swiftly to need.
- Embedding a whole-school culture where every member of staff contributes to improving outcomes for disadvantaged pupils.

Alignment with the School Development Plan (2025–2027):

This strategy supports our SDP priorities by:

- **Quality of Education:** strengthening literacy (phonics, Talk for Writing), improving maths progression, embedding TEACCH, and widening use of Total Communication.
- **Behaviour and Attitudes:** embedding a whole-school wellbeing strategy, strengthening attendance, and ensuring all staff are trained in trauma-informed and attachment-aware practice.
- **Personal Development:** extending enrichment (e.g., Earth Trust Forest School, enterprise projects), increasing independence pathways, and providing careers and preparation-for-adulthood opportunities.

- **Leadership and Management:** ensuring middle leaders, subject leads, and TA champions drive consistent practice across the school so that disadvantaged pupils experience high-quality provision in every class.

Through this alignment, Pupil Premium funding directly contributes to achieving our school-wide ambition: that all pupils, particularly the most disadvantaged, achieve their potential and are fully prepared for adulthood and life beyond Bishopswood.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Individual Special Educational Needs of pupils. The main barriers to learning and educational achievement for our pupils are severe and profound learning difficulties, communication difficulties, autism spectrum disorder, sensory impairment and visual impairment, complex medical needs, physical needs, and social and emotional and mental health difficulties. Number of pupils PP: 28 |
| 2 | Sensory regulation difficulties: Unmet sensory needs and dysregulation is presenting as barriers to access learning, leading to a negative impact on the achievement and attainment of disadvantaged children. |
| 3 | Disadvantaged pupils have greater challenges around reading, communicating, and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. |
| 4 | Access to an enriched, aspirational complete curriculum which meets the needs of all pupils and enables them to make progress with their learning including promoting independence. |
| 5 | Access to develop cultural capital in and outside of school, including wider life-experiences to develop social, independence and personal skills e.g., independent travel, shopping, life skills such as cooking. |
| 6 | Access to holistic development through enriched community experiences and therapeutic interventions, designed to remove barriers to learning and increase engagement, interaction, and wellbeing. |

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 |
|--|---|
| <p>Disadvantaged pupils' complex SEN needs are met through personalised pathways, adapted teaching, and high-quality interventions.</p> <p>SDP Links:</p> <ul style="list-style-type: none"> • QE1: Raise attainment in literacy and maths. • QE2: Embed TEACCH structured teaching. • QE3: Expand Total Communication. | <ul style="list-style-type: none"> • 100% PP pupils show measurable progress in ILPs/EHCP outcomes each term. • Assessment data evidences sustained progress from baseline. • QA confirms personalised strategies/resources embedded in teaching. • Staff can articulate PP support in pupil progress meetings. • Gaps between PP and non-PP outcomes narrow year-on-year. |
| <p>Pupils will self-regulate effectively through consistent sensory integration strategies, improving engagement and reducing incidents.</p> <p>SDP Link:</p> <ul style="list-style-type: none"> • BA4: Embed whole-school mental health and wellbeing strategy. | <ul style="list-style-type: none"> • Zones of Regulation observed in 100% of classes. • CPOMS logs show ≥50% reduction in behaviour incidents for PP pupils vs 2024–25 baseline. • Behaviour support plans updated termly and consistently referenced in practice. • OT resources observed in ≥90% of lessons. • Pupil engagement in sensory breaks ≥90% (via observation logs). |
| <p>Disadvantaged pupils improve communication through consistent use of AAC, Makaton, visuals, and SALT, increasing independence and social interaction.</p> <p>SDP Link:</p> <ul style="list-style-type: none"> • QE3: Develop and embed Total Communication. | <ul style="list-style-type: none"> • 100% PP pupils with SLCN access AAC/Makaton/visuals daily. • SALT interventions delivered and evidenced in therapy logs. • ≥90% PP pupils achieve ILP communication targets each term. • Staff CPD evaluations show ≥90% confidence in communication strategies. • Pupil voice/observations show improved ability to express needs and interact socially. |

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| <p>All disadvantaged pupils access an aspirational curriculum that supports independence, literacy, and maths progress.</p> <p>SDP Links:</p> <ul style="list-style-type: none"> • QE1: Literacy and phonics. • QE2: Maths progression. • PD5: Preparation for adulthood. | <ul style="list-style-type: none"> • ≥90% PP pupils achieve expected progress in English and maths by July 2026. • Gaps between PP and non-PP outcomes diminish termly. • 100% PP pupils access appropriate curriculum pathways. • ≥90% PP KS4 pupils achieve accreditation (functional skills, literacy/maths). • QA confirms CPD impact (Talk for Writing, phonics, maths, TEACCH). |
| <p>All PP pupils access enrichment and community experiences to develop independence, confidence, and life skills.</p> <p>SDP Link:</p> <ul style="list-style-type: none"> • PD5: Preparation for adulthood, independence, enrichment, careers. <p>Disadvantaged pupils access therapeutic interventions and enrichment that improve wellbeing, reduce barriers to learning, and increase engagement.</p> <p>SDP Links:</p> <ul style="list-style-type: none"> • BA4: Mental health, wellbeing, trauma-informed practice. • PD5: Enrichment, resilience, and independence. | <ul style="list-style-type: none"> • 100% PP pupils access ≥3 enrichment/community opportunities annually (Earth Trust, Thames Valley Adventure Playground, shopping, cultural visits). • KS4 PP pupils complete structured travel training; outcomes evidenced in annual reviews. • ILPs show progress in independence and social skills. • Pupil voice evidences increased confidence in community settings. • Parent surveys highlight improvements in life skills and independence. <ul style="list-style-type: none"> • ≥90% PP pupils access at least one therapeutic intervention annually (dog therapy, music, play, drama). • Therapy logs/ILPs evidence improved social, wellbeing, or communication outcomes. • CPOMS logs show reduction in anxiety/dysregulation incidents. • 100% staff trained in trauma-informed/attachment-aware practice; strategies observed in QA. • Engagement in therapeutic/community activities ≥90%, evidenced in attendance logs and observation |

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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 (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--|
| Targeted CPD for English Lead (out of class) to embed Read Write Inc, phonics and Talk for Writing – leading interventions and coaching staff. | EEF: Phonics (+5 months). Strong evidence of impact on disadvantaged pupils, especially where literacy is a barrier. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1, 3, 4 SDP link: QE1: literacy, QE3: communication |
| Maths CPD (external provider) for staff and HLTA intervention leader – focused on problem solving and number fluency for PP pupils. | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | 1, 4 SDP link: QE2: maths progression |
| Whole-school sensory regulation and integration training – | https://www.rcot.co.uk/practice-resources/occupational-therapy-topics/sensory-integration | 2, 6 SDP link: BA4: wellbeing and regulation |

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| embedding use of OT strategies, Zones of Regulation. | | |
| Attachment awareness & trauma-informed CPD – to improve teacher response to behaviour and SEMH needs. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 2, 6 SDP link: BA4: behaviour, wellbeing |

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 |
|--|---|---|
| English Lead delivers small-group and 1:1 interventions in reading, writing and phonics for PP pupils with lowest attainment (using ILP/assessment data). | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1, 3, 4 SDP link: QE1: literacy |
| HLTA delivers maths interventions – targeted fluency and practical maths sessions for PP pupils at risk of falling behind. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1, 4 SDP: QE2: maths progression |

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| <p>ELSA (Emotional Literacy Support Assistant) provision across both sites – individual and group sessions.</p> | <p>ELSA Network: Impact of ELSA. Improves engagement and reduces SMEH barriers. https://www.elsanetwork.org/research/</p> | <p>2, 3, 6 SDP link: BA4: mental health and wellbeing</p> |
| <p>Targeted SALT and communication interventions (AAC, Makaton, visuals) embedded into class programmes.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | <p>1, 3 SDP link: QE3: communication</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---|
| <p>Zones of Regulation CPD and resources embedded in all classes.</p> | <p>CASEL: SEL improves regulation, reduces exclusions. EEF: SEL (+4 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>2 SDP link: BA4: behaviour & attitudes</p> |
| <p>Therapeutic input – dog therapy, music therapy, drama therapy – targeting engagement, wellbeing and SEMH</p> | <p>https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education</p> | <p>1, 2, 6 SDP link: BA4: wellbeing, PD5: personal development</p> |
| <p>Enrichment and community access programme – Earth Trust Forest School,</p> | <p>EEF: Outdoor adventure learning (+4 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> | <p>5, 6 SDP link - PD5: preparation for adulthood</p> |

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| Thames Valley Adventure Playground, cultural trips. | | |
| KS4 independent travel training & enterprise projects – building independence and PfA skills. | DfE Preparation for Adulthood Framework. https://www.preparingforadulthood.org.uk/ | 5 SDP link - PD5: PfA |
| Improved attendance monitoring and targeted family support – focusing on PP and CWCF pupils. | EEF: Parental engagement (+4 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 4, 5 SDP link - BA4: attendance |

Total budgeted cost: £30,000

Part B: Review of the previous academic year.

Outcomes for disadvantaged pupils

| Intended outcome | Success criteria |
|---|--|
| <p>Complex SEN needs: PP pupils' complex SEN needs are met through personalised pathways and adapted teaching, with strong progress from starting points..</p> | <ul style="list-style-type: none"> • Progress Report: ILP outcomes – English 82%, Maths 88% achieved by summer (high overall, though dip in English ILPs from 97% autumn → 82% summer). • SEF: “Pupils continue to make good progress against ILP and EHCP targets... curriculum pathways are secure and embedded.” SEF 2024-2025 • Against Success Criteria: Partly met. Pupils made strong progress overall, but inconsistency in ILP completion highlights the need for continued focus on embedding strategies. |
| <p>Sensory regulation: Pupils self-regulate effectively through sensory strategies and Zones of Regulation, improving engagement and reducing incidents.</p> | <ul style="list-style-type: none"> • SEF: “Behaviour and regulation strategies including Zones of Regulation embedded across school.” • SEF: “Reduction in the number of incidents logged on CPOMS compared with previous year.” • Against Success Criteria: Met. Zones embedded across all classes; CPOMS confirms reduced incidents for PP pupils. |
| <p>Communication and Interaction: Disadvantaged pupils improve communication skills through AAC, Makaton, visuals, and SALT interventions, enabling greater access to learning.</p> | <ul style="list-style-type: none"> • Progress Report: English attainment (PP) rose from 64.7% autumn → 94% summer. • SEF: “Communication approaches are embedded across the school and part of curriculum intent. Total Communication remains a key focus for development.” • Against Success Criteria: Partly met. English attainment gains demonstrate clear impact, but SEF shows consistency in Total Communication remains a school priority. |
| <p>Aspirational Curriculum PP pupils access an ambitious curriculum that improves attainment in English and maths while promoting independence.</p> | <ul style="list-style-type: none"> • Progress Report: • English attainment (PP): 64.7% autumn → 94% summer. • Maths attainment (PP): 79% autumn → 82% summer. • Maths (LAC): 100% autumn → 50% summer. • SEF: “Teaching and learning is more consistent, with strengthened planning and deployment of TAs.” |

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| | <ul style="list-style-type: none"> • Against Success Criteria: Partly met. English outcomes improved into the 90s, but maths progress was weaker, especially for LAC pupils. |
| <p>Cultural Capital & Wider Life Experiences: All PP pupils access cultural and community opportunities to build independence and PfA skills.</p> | <ul style="list-style-type: none"> • SEF: “Pupils have increased access to enrichment, community, enterprise and cultural opportunities.” • SEF: “Pupils demonstrate increased independence and confidence through PfA work.” • Against Success Criteria: Met. All PP pupils accessed enrichment and demonstrated increased independence and community confidence. |
| <p>Holistic Development – Therapeutic & Community Interventions: PP pupils benefit from therapeutic and enrichment interventions that improve wellbeing, reduce barriers, and increase engagement.</p> | <ul style="list-style-type: none"> • SEF: “Therapeutic approaches including ELSA, OT, SALT embedded across school.” • SEF: “Wellbeing groups and Zones of Regulation have supported improved pupil engagement.” • Progress Report: ILP outcomes (82–88%) sustained across year. Against Success Criteria: Met. Therapies supported regulation and improved engagement, reflected in ILP progress and CPOMS reduction. |
| <p>Overall Judgement (2024–25)</p> <ul style="list-style-type: none"> • Met: Challenges 2 (Sensory Regulation), 5 (Cultural Capital), 6 (Therapeutic & SEMH). • Partly Met: Challenges 1 (Complex SEN ILP consistency), 3 (Communication consistency), 4 (Maths attainment, esp. LAC). • Not Yet Met: None but clear improvement areas identified for 2025–26 strategy. | |