



BISHOP CREIGHTON ACADEMY

Pupil Premium Strategy **2025 - 2026**

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Pupil premium strategy statement

This statement details our academy's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
BISHOP CREIGHTON ACADEMY	
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	33.2% (Dec 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	Dec 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	V Redhead
Pupil premium lead	V Redhead
Governor / Trustee lead	V Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,140
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116,140

Part A: Pupil premium strategy plan

Statement of intent

We will endeavour in 2025/26, to use the pupil premium funding to improve provision, accelerate progress and raise standards of attainment for as many pupils as possible.

From 1 September 2025 – 31 August 2026, we are forecasting £116,140 of Pupil Premium funding based £1,345 per primary-aged pupil.

Specific objectives for the use of Pupil Premium funding at Bishop Creighton include;

- End of Key Stage 2: Increase the % of disadvantaged pupils achieving age related standards— rapidly diminish the difference to national
- End of Key Stage 1: Ensure no difference in attainment between disadvantaged pupils and their peers, all groups to be in line with national
- End of EYFS Ensure no difference in attainment between disadvantaged pupils and their peers, all groups to be in line with national
- Year 1 Phonics Screen: Ensure no gaps in attainment between disadvantaged pupils and their peers - all groups to be in line with national
- All year groups: ensure progress and attainment for disadvantaged pupils is in line with peers
- Provide target intervention for vulnerable pupils across the academy who are at risk of falling behind, identified as making slower progress or those who are identified as more able
- Provide targeted intervention and tutoring for pupils in Key Stage Two to ensure they are secondary ready
- Provide additional support to pupils with barriers to learning
- Ensure attendance for disadvantaged pupils is in line and/or above peers

As an Academy, although raising standards is our priority, we also subscribe fully to the vision and ethos of “Your Character Counts”; a strategy aimed at developing the Characteristics and Personal Capabilities of GAT Children and Young People”. The aim of the strategy is ultimately to ensure outstanding progress for all pupils, regardless of starting points and disadvantage, through the development of academic rigour, alongside personal capabilities. At the core of the strategy is the development of self-worth and self-belief.

We hold the view that all our pupils have the potential to acquire the essential personal capabilities and positive characteristics to be successful. These are innate but both social disadvantage and low aspiration in the home mean that many of our pupils enter our academy missing the early opportunities to develop these essential attributes; many of our pupils are multiple-disadvantaged.

We also hold the view that from the moment a child enters our academy, we have a responsibility to nurture and develop her/him through both academic rigour and the building of character so that each person can be successful in life, breaking the cycle of disadvantage within our communities. We must ensure that pupils develop, independently, a range of attitudes and characteristics that will define them as positive individuals willing to contribute constructively to society.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupil's basic skills are low on entry - shown by RBA data and in year admissions
2	Attainment at the end of Key Stage 2 remains slightly below national for disadvantaged pupils despite upward trend
3	62.4% of pupils have English as an additional language. There are currently 38 home languages spoken across the academy
4	High levels of mobility
6	Disadvantaged pupils have better rates of attendance than their peers, both in the academy and compared to national
7	Limited parental support for some disadvantaged pupils. Parental levels of English are limited.
8	Other contextual challenges connected to the academy's locality

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>Ensure no difference between disadvantaged pupils and their peers</p> <p>Ensure disadvantaged pupils achieve in line with national/ show rapidly diminishing difference to national in all key performance indicators</p>	<p>Academy data shows no significant difference between disadvantaged pupils and their peers in Reading, Writing Maths, GPS and combined measures</p> <p>GLD – No significant difference between disadvantaged and peers. Difference to national closing.</p> <p>Year 1 Phonics Screen – Disadvantaged in line with national</p> <p>End KS1 & KS2 - No significant differences between disadvantaged and peers. In line with national</p>
<p>Increased levels of basic skills, with a particular focus on accelerated progress in phonics and reading</p>	<p>Accelerated reader (KS2) and Little Wandle Phonics programme (KS1) shows disadvantaged pupils making progress in line with/above that of their peers in reading, thus impacting upon other curriculum areas</p>
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Overall attendance rates for disadvantaged pupils in line with peers Attendance for disadvantaged pupils improved on previous year and shows upward trend</p> <p>Number of persistent absentees amongst pupils eligible for Pupil premium reduced</p>
<p>Increased parental engagement</p>	<p>Needs of disadvantaged pupils better understood. Range of strategies in place and proving effective in better engaging parents of disadvantaged pupils.</p>

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: **£ 52,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part Fund access to online personalised learning programmes	Online programmes provide personalised learning	1, 2, 3, 4, 5, 7
Professional development for all staff to improve quality first teaching linked to AIP (academy improvement plan) priorities To include middle & senior leaders engagement with NPQ's	EEF states high quality teaching crucial aspect in supporting disadvantaged pupils effectively utilising professional development on evidence based approaches + mentoring and coaching	1 – 8
Additional professional development for teachers in how to best meet the needs of disadvantaged pupils	The academy believes in the use of research as a powerful tool for professional development. Research led strategies will be used as a vehicle to help us better understand the needs of PP pupils to ensure provision is appropriate and effective	1 – 8
Part Fund training & mentoring costs for ECTs	Recruitment & retention is challenging. High quality support is crucial in ensuring early career teachers develop strongly and are able to support PP pupils effectively	1 – 8
Fund accessed to PiXL programme – provided all class teachers with supporting resources to address gaps in pupils knowledge	PiXL supports academic excellence, providing our teachers with a wealth of classroom strategies and resources and opportunities to collaborate with other teachers, school leaders and specialists at regular conferences to share ideas and support. Use of PiXL therapies show significant impact Link here: https://www.pixl.org.uk/	1, 2, 3, 7
Part fund additional, intervention teaching	Our most skilled teachers & leaders will provide support in our key year groups. EEF research states that additional smaller group support can be effectively targeted at pupils from disadvantaged backgrounds	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £ 39,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional intervention teaching in Years 1-6	<p>We know our teachers are best placed to deliver interventions as they understand their pupils needs best.</p> <p>EEF research states that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds</p>	1, 2, 3
Additional Learning Assistant hours to deliver targeted interventions across the academy	<p>EEF states teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. This will include the delivery of phonics support to catch up those pupils fallen behind</p> <p>Link here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 5
Deliver Tutoring programme to PP pupils	<p>EEF research states that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact</p> <p>Link here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3, 5

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

Budgeted cost: £ 25,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer Camp for PP pupils	This strategy has proven effective in past experience. Ensuring that children do not fall behind during lengthy holidays. Also, provision for any disadvantaged pupil at risk of becoming involved in antisocial behaviour over Summer holidays	8
Part Fund DSLs & Family Support worker to support vulnerable and disadvantaged pupils & their families, including improving attendance	Pupils with barriers to learning often require individualised programmes of support. Specific programmes matched to need that have previously proven effective	6, 7, 8
Part fund trips for PP pupils	Although raising standards is our priority, we also believe that primary education is about care, compassion and exciting learning opportunities. With this in mind, we have also used some pupil premium to support enhancing these areas for children	7, 8
Additional YDP Motivational Interventions - Boxercise & DanceFit -EmpowHER for targeted PP pupils	Pupils engage well with this provider and sport in general. We believe good physical & mental health is vital for our PP pupils. We are keen to develop the personal capabilities of our PP pupils – self belief/self worth/resilience so that they can be successful in life, breaking the cycle of disadvantage within our communities	7, 8
Part fund uniform all pupils in EYFS + spare for PP pupils	We believe uniform creates a sense of belonging and pride. No child should be 'disadvantaged' because of home circumstance. EEF states wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline	7, 8
Family Hub	We wish to ensure that disadvantaged pupils with barriers to learning are appropriately supported, this includes focused work with families as appropriate. EEF states that Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time	6, 7, 8

	Link here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Part Fund programme of Character development – to include Aim a little higher, Superhero programme & careers related experiences	Our careers & employability programme developed to broaden pupils horizons and ensure ready for future lives, aim to raise aspirations linked to attainments and open eyes to possible career paths/further education. EEF states that to maximise the effectiveness of aspiration interventions our approach should link to/include a significant academic component and avoids raising aspirations in isolation. We also aim to challenge the generalisations that can sometimes surround aspirations in disadvantaged communities Link here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	8
Miscellaneous support to PP families experiencing difficulty	Our pupils must feel happy, safe and secure if we expect standards to rise. No child should be 'disadvantaged' because of home circumstance	6, 7, 8

Total budgeted cost: £ £119,230

N.B	Pastoral	Personal development
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 23-24 and 24-25 academic years. This data will be updated following the release of published validated results.

End of Key Stage 2: At end of 23/24, disadvantaged pupils were outperformed by their non disadvantaged peers across all key performance indicators. PP pupils at BCA outperformed National PP pupils across W, M & combined measures. At end of 24/25, disadvantaged pupils performed significantly below non disadvantaged peers particularly in GPS and combined measure. The gap between PP and non PP in mathematics at BCA closed by 19% on previous year.

	% of pupils achieving the expected standard												Gap to national picture			
	All pupils				PP pupils				Non PP pupils				BCA 23/24 PP:NPP	Nat 23/24 PP:NPP	BCA 24/25 PP:NPP	Nat 24/25 PP:NPP
	23/24		24/25		23/24		24/25		23/24		24/25					
	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat				
Reading	74	74	76	74	60	62	64		82	79	93		-22	-17	-29	
Writing	74	72	76	72	60	58	64		82	78	87		-22	-20	-23	
Maths	78	73	76	74	60	59	71		88	79	80		-28	-20	-9	
GPS	78	72	76	73	70	-	50		82	-	100		-12	-	-50	
Comb	63	61	69	62	50	45	43		65	67	80		-15	-22	-37	

	% of pupils achieving the greater depth standard												Gap to national			
	All pupils				PP pupils				Non PP pupils				BCA 23/24 PP:NPP	Nat 23/24 PP:NPP	BCA 24/25 PP:NPP	Nat 24/25 PP:NPP
	23/24		24/25		23/24		24/25		23/24		24/25					
	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat				
Reading	19		21	26	20		7		18		40		-2		-33	
Writing	7		3	13	0		0		12		7		-12		-7	
Maths	22		21	26	0		7		35		33		-35		-26	
GPS	33		48	30	30		29		35		67		-5		-38	
Comb	4		3	8	0		0		6		7		-6		-7	

End of EYFS:

	% of pupils achieving Good Level of development												Gap PP:NPP	
	All pupils				PP pupils				Non PP pupils				BCA 23/24 PP:NPP	BCA 24/25 PP:NPP
	23/24		24/25		23/24		24/25		23/24		24/25			
	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat		
% of pupils achieving GLD	60	68	59	68	25	52	83	51	65	72	52	73	-40	+31
% of pupils at EXS level across ELG	53	66	55	67	25	50	83	50	58	71	48	71	-33	+35
Average no of ELG at the EXS level per pupil	11.9	14.1	13.1	14.2	7	12.3	14.3	12.1	12.7	14.5	12.7	14.5	-5.7	+1.6

Phonics Screening: In Year 1 PSC, in 24 25 the gap widened for disadvantaged pupils compared to their non disadvantaged peers by 37%. In previous year the gap was only 7%.

% of pupils passing the phonics screen													Gap PP:NPP	
	All pupils				PP pupils				Non PP pupils				BCA 23/24 PP:NPP gap	BCA 24/25 PP:NPP
	23/24		24/25		23/24		24/25		23/24		24/25			
	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat		
Year 1 PSC	63	80	62	80	62	68	33	67	69	84	70	83	-7	-37
Year 2 Retake	68	89	69	91	67	82	70	81	79	89	68	92	-12	+2

Y4 Multiplication Times Table Check (MTC): In 23/24 disadvantaged achieved in line with their non disadvantaged peers albeit both groups slightly below the national average. In 24/25 the % of disadvantaged pupils passing the MTC declined by %16.

% of pupils passing the MTC												
	All pupils				PP pupils				Non PP pupils			
	23/24		24/25		23/24		24/25		23/24		24/25	
	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat	BCA	Nat
% 25/25	27	34	23	38	27	No data	11	No data	27	No data	27	No data
Average score	19.1	20.6	17.8	21.1	18.1	No data	17.6	No data	20.1	No data	20.1	No data

Absence rates: Absence rates and persistent absent rates for disadvantaged pupils are broadly in line with their peers but better than the national picture. PA rates for disadvantaged pupils remain well below the national picture for disadvantaged.

Absence rates & persistent absentees													Gap to national			
	All pupils				PP pupils				Non PP pupils				BCA 23/24 PP:NPP	Nat 23/24 PP:NPP	BCA 24/25 PP:NPP	Nat 24/25 PP:NPP
	23/24		24/25		23/24		24/25		23/24		24/25					
	BCA	Nat	BCA	Nat FFT	BCA	Nat	BCA	Nat FFT	BCA	Nat	BCA	Nat FFT				
Absence	5.5	5.5	6.2	5.7	5.9	8.0	7	8.2	5.0	4.6	5.7	4.8	+0.9	-3.4	+0.9	-3.4
PA	10.8	14.6	15.7	16	11	27.1	18	28	8.2	9.4	14	11	+2.8	-17.7	+7	-17

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	https://www.renlearn.co.uk/accelerated-reader/
Little Wandle	https://www.littlewandle.org.uk
Times Table Rockstars	https://trockstars.com/
PiXL Primary	https://www.pixl.org.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 last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Deprivation Indices:

Bishop Creighton (BCA) PE15DB

