

Pupil premium strategy statement

Bishop Lonsdale Church of England Primary School and Nursery 2025/26

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	235 including Nursery
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Malc Hetherington
Pupil premium lead	Sarah Brownhall
Governor / Trustee lead	Carole O'Rafferty Helen Lillie DDAT Lisa Atkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,675
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years	£ 0
Total budget for this academic year	£140,675

Part A: Pupil premium strategy plan

Statement of intent

The mental and physical well-being of all children is of paramount importance at Bishop Lonsdale. A child who feels happy and safe in a nurturing environment will flourish and be well prepared for life beyond school. It is our belief that every child, regardless of their background, should have the opportunity to reach their full potential by accessing high quality teaching and a broad range of activities and experiences that they may not otherwise access. By using the pupil premium funding effectively, disadvantaged children (including SEND children and higher attainers) will have opportunities equal to their peers. The needs of the children are at the heart of every decision that is made.

High quality teaching for all children will ensure that they all thrive at school. Rigorous monitoring of attainment and progress will identify children who require interventions to accelerate progress to bring them in line with their peers. Additional adult support for individuals and/or groups of children will be provided for those identified, whether they are disadvantaged or non-disadvantaged. Staff training will be provided to enhance staff knowledge to maintain a high level of teaching and learning. This plan will outline how the pupil premium funding will be utilised to achieve this.

Some evidence-based interventions will be used to accelerate progress and close gaps in attainment.

Using our increased knowledge of the families gained during the national lockdown and remote learning, we are able to support families with increased confidence and accuracy. This could be providing uniform, equipment for home learning (e.g. stationery and/or hardware) or pastoral support. No child will miss out on opportunities due to the financial restraints of the family. Therefore, activities such as the residential will be partially funded by pupil premium to allow all children to take part.

The recent cost of living crisis has impacted on all families in school but especially the most disadvantaged. We endeavour to support our families even further by the provision of basic food and hygiene items as well as adult education and financial advice.

The success of implementing the pupil premium strategy is based on this whole school approach which will enable all children to reach their full potential both academically and socially.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Punctuality</p> <p>Although the attendance of the disadvantaged children has increased by 2.4% since 2021/22, attendance monitoring and analysis identifies the majority of children who are persistently absent continue to be disadvantaged children. The attendance gap between the disadvantaged and the non-disadvantaged has decreased slightly but still remains at 2.9%</p> <p>Our observations, assessments and pupil progress meetings indicate that this absenteeism is having a negative effect on progress in all areas of the curriculum but especially in the core subjects.</p> <p>In 2023/24 there was an increasing number of children who are persistently late for school. The majority of these children are again disadvantaged children. As a result these children are not settled and ready for the start of the school day and miss key teaching points.</p> <p>In addition, many of the children who arrive late have not had a positive start to the day prior to arriving at school. Examples include: not having breakfast, experiencing events which have a negative impact on emotional well-being, not having clean clothes.</p> <p>(See data in section B)</p>
2	<p>Physical and Emotional Well Being</p> <p>Social, emotional and mental health needs have increased significantly in recent years. Many of the disadvantaged pupils face challenges in emotional regulation, which impacts their ability to engage with learning effectively. Our behaviour records highlight that the majority of children exhibiting challenging behaviour are those that are disadvantaged. Our observations indicate that their education and wellbeing are being negatively affected by individual, personal, and home circumstances.</p> <p>Some disadvantaged children do not have a full uniform making them different to their peers. Many children do not have appropriate clothing to suit the weather or activity.</p> <p>Due to the cost of living crisis, some disadvantaged families are finding it hard to provide basic meals for their children.</p> <p>Some children have poor oral hygiene, an increased number of children having teeth removed.</p> <p>Monitoring of current homework returns and discussions with pupils and their families suggests that not all children and many disadvantaged still do not have the basic equipment such as pens and paper to produce quality homework. Families also have limited access to technology that is suitable for completing</p>

	<p>school work. Discussions with secondary schools back these findings with many of the children not having the correct equipment to use in lessons.</p>
3	<p>Communication and Language Baseline assessments on entry into EYFS for communication and language are low or well below. Numbers of children with EAL and SEND across the school are rising. The COVID 19 pandemic is still having an impact on the standard of communication and language across the whole school. The range of vocabulary used by children across the school in general is limited. Our observations also indicate a lack of good quality interaction between parents and children throughout the school due to the use of mobile phones and tablets.</p> <p>Communication and Language Historical Information</p> <p>2021-22</p> <p>Whole school EAL:22% Reception EAL: 31% Children below expected level for Communication and Language on entry: 46%</p> <p>2022-23</p> <p>Whole School EAL: 26% Whole School EAL and disadvantaged: 8% EAL children in Reception: 31% Children below expected level for Communication and Language on entry: 58%</p> <p>2023-24</p> <p>Whole School EAL: 27% Whole School EAL and disadvantaged: 21% EAL children in Reception: 10% Disadvantaged Children in Reception: 32% Children below expected level for Listening, Attention and Language: 61% Children below expected level for Speaking: 89%</p> <p>2024-25</p> <p>Whole School EAL: 28% Whole School EAL and disadvantaged: 14% EAL children in Reception: % Disadvantaged Children in Reception:43% Children below expected level for Listening, Attention and Language: 64% Children below expected level for Speaking: 54%</p> <p>2025-26</p>
4	<p>Outcomes</p> <p>Our most recent data and pupil progress information show the majority of disadvantaged children are not performing as well as non-disadvantaged children. This is significant in maths and writing. In 2023/4 91% disadvantaged children achieved the expected level in reading. In other year groups across school the non-disadvantaged are still outperforming the disadvantaged.</p>
5	<p>Enrichment</p> <p>Through conversations with children and observations, it is clear that a number of children – especially disadvantaged children – have not been to places of interest such as museums, country parks, the theatre or the library. The cost of many activities outside school (such as dance classes, music lessons and football) are too expensive for many parents. The location of many of these places also limits families who are without their own transport.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and

Intended outcome	Success criteria
<p>To achieve and sustain improved attendance across school particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> - The overall absence rate for all pupils being no more than 3%
<p>To improve punctuality across the school particularly our disadvantaged children.</p>	<ul style="list-style-type: none"> - The attendance gap between the disadvantaged and non-disadvantaged children being reduced by 2%. - Further reduce whole school persistent absence including pupil premium children by 4% - Significantly reduce the number of lates by 50%
<p>Pupils' basic needs are met in terms of nutrition and health, enabling them to be ready to learn while at school.</p> <p>Children have the same entitlement to all aspects of school life including uniform and equipment to support in comp</p>	<ul style="list-style-type: none"> - All Bishop Lonsdale families to have access to the Bishop Lonsdale shop to ensure all basic needs are met. - Disadvantaged parents take advantage of uniform vouchers and other opportunities presented to them. - All children and parents have good oral hygiene knowledge. - All children especially disadvantaged children to complete homework to a higher standard. - All children in Year 6 are secondary school ready.
<p>Improved oral language skills and vocabulary among disadvantaged children.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils:</p> <ul style="list-style-type: none"> - In EYFS progress in communication and language is at least good for all children but better than good for the disadvantaged children. - Across school, further sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment show at least good progress, for all children including the disadvantaged.
<p>Improved reading attainment and progress for disadvantaged pupils.</p>	<ul style="list-style-type: none"> - Results at the end of Key Stage 2 and Key Stage 1 show all children making at least expected progress and attainment to be in

	<p>line with the national average. Results and progress of disadvantaged children is in line with their non-disadvantaged peers and in-line with the disadvantaged national results.</p> <p>-Phonics results are in line with the national average. Results and progress of disadvantaged children is in line with their non-disadvantaged peers and in-line with the disadvantaged national results.</p>
<p>Improved maths attainment and progress for disadvantaged pupils.</p>	<p>- Results at the end of Key Stage 2 show all children making at least expected progress and attainment to be in line with the national average. Results and progress of disadvantaged children are in line with their non-disadvantaged peers and in-line with the disadvantaged national results.</p>
<p>Improved attainment and progress in writing for disadvantaged pupils.</p>	<p>- In EYFS progress in Physical Development (in particular fine motor skills) is at least good for all children but better than good for the disadvantaged children.</p> <p>- Teacher assessment and a range of monitoring writing across the school indicates a significant improvement.</p> <p>- End of Key Stage 2 results show disadvantaged children are in line with national results and have made at least good progress. Results and progress of disadvantaged children are in line with their non-disadvantaged peers and in-line with the disadvantaged national results.</p>
<p>Children have the same entitlement to all aspects of school life including enrichment activities.</p> <p>Make as many cultural experiences available to children as possible.</p>	<p>Disadvantaged and non-disadvantaged children have an equal sense of belonging.</p> <p>- An increased number of disadvantaged children attending a range of clubs.</p> <p>- Many children taking part in new experiences.</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: £60,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusive attendance approach used across school: - Attendance team, teachers, teaching assistants and identified governors to receive inclusive attendance training.</p> <p><i>[£2000]</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working Together to Improve School Attendance</p> <p>The EEF states Pupil absence (missed attendance, as well as fixed and permanent exclusion) not only impacts on students' attainment, but also on the likelihood of them becoming involved in violence and crime.</p> <p>The Inclusive Attendance approach creates a culture where everyone is accountable for enhancing attendance. This approach fosters an inclusive environment, emphasising collective responsibility. Central to the approach are the four domains of practice, bridging theory with real-world application, covering professional practice, ongoing learning, evidence-based research, and innovative leadership.</p> <p>Inclusive Attendance</p>	1, 2
<p>Identified staff to attend Emotional Literacy Support Assistant (ELSA) training</p> <p><i>[£1000]</i></p> <p>All staff to receive trauma and attachment training.</p> <p>All staff to receive Zones of Regulation training.</p> <p><i>[£500]</i></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>EEF Social and Emotional Learning</p> <p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing</p>	1, 2

	<p>low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.</p> <p>EEF Behaviour Interventions</p> <p>Information about ELSA/ Emotional Literacy Support Assistant ELSA</p> <p>Dan Siegal Hand Model of the Brain</p> <p>Information about Zones of Regulation Zones of Regulation - Research</p>	
<p>Train a new member of staff to deliver NELI. (Staff previously trained no longer at school.)</p> <p>[£460]</p>	<p>There is an extensive evidence base showing the impact of communication and language approaches.</p> <p>NELI is a proven programme designed to improve the spoken language ability of children in the Early Years.</p> <p>EEF Early Years Language Approaches</p> <p>Positive effects have been found in studies where teaching assistants deliver short, high-quality structured interventions, over a finite period, and link learning to classroom teaching.</p> <p>EEF Teaching Assistant Interventions</p> <p>Information about NELI NELI Evidence and Development</p>	<p>3, 4</p>
<p>Implement speaking and listening into the curriculum, teaching and learning and wider school life, using Voice 21 (3 year project)</p> <p>-English Subject Leaders to attend Voice 21 training.</p> <p>-English subject leaders disseminate training to whole school.</p> <p>[£1000]</p>	<p>There is strong evidence of high impact for oral language interventions, including extending pupils' vocabulary, structured questioning and dialogic activities.</p> <p>EEF Oral Language Interventions</p> <p>EEF Pilot Project Voice 21 Findings</p> <p>Voice 21 Impact Report 2023 24</p>	<p>3, 4</p>
<p>Purchase 'Writing for Pleasure' subscription</p> <p>[£400]</p>	<p>National Literacy Trust research suggests that children who write for pleasure achieve significantly better results when writing in the classroom. Those who like writing outside</p>	<p>4</p>

<p>Training provided by Literacy Consultant for all teachers and teaching assistants to ensure the correct delivery of the programme.</p> <p>[£3600]</p>	<p>class are seven times more likely to write above the expected level for their age.</p> <p><u>National Literacy Strategy - Writing for Pleasure</u></p> <p><u>Writing for Pleasure Research Report</u></p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p> <p>New training and top up training for all teachers and teaching assistants to ensure correct delivery and assessment of the DfE Validated Systematic Synthetic Phonics Programme (Little Wandle).</p> <p>Staff to complete Little Wandle SEND training.</p> <p>Purchase age 7+ phonics books for KS2 phonics interventions.</p> <p>[£1000]</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children.</p> <p><u>EEF Phonics</u></p> <p>The importance of pupils learning to read using a phonetically decodable book is identified in the DfE Reading Framework, page 46.</p> <p><u>DfE Reading Framework</u></p>	<p>3, 4</p>
<p>Embed the 'Super Six' reading skills.</p> <p>Literacy consultant to deliver high quality CPD on the teaching of reading and</p> <p>[£1600]</p> <p>Review reading trees for each class across school and purchase books.</p> <p>[£1000]</p>	<p>Alongside phonics, developing reading comprehension skills have a positive impact on the ability to read well.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text.</p> <p><u>EEF Reading Comprehension</u></p>	<p>3, 4</p>

<p>Additional teaching assistant hours in EYFS, KS1 and KS2 to enable teacher and/or teaching assistant to work with identified disadvantaged children for at least 10% of teaching time.</p> <p>-Disadvantaged children action plan to be written by class teachers.</p> <p>-PP children to be highlighted in planning.</p> <p>[£57,390]</p> <p>Teachers and TA receive high quality CPD to ensure quality first teaching and learning.</p> <p>[£3500]</p>	<p>Research clearly shows that quality first teaching is the most powerful tool for ensuring at least good progress and attainment.</p> <p><u>EEF Quality First Teaching</u></p> <p>Positive effects have been found in studies where teaching assistants deliver short, high-quality structured interventions, over a finite period, and link learning to classroom teaching.</p> <p><u>EEF Teaching Assistant Interventions</u></p>	<p>1, 2, 3, 4, 5</p>
<p>Introduce a new school marking policy.</p>	<p>Feedback studies tend to show a high impact on learning. There are a wide range of feedback types including feedback delivered by technology, however the most effective type of feedback is that delivered by teachers.</p> <p><u>EEF Feedback</u></p>	<p>3, 4</p>

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

Budgeted cost: £37,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance lead to attend Trust attendance strategy/network meetings</p> <p>-Explore and trial ways plan and deliver lost</p>	<p>Disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</p> <p>For pupils identified as having low prior attainment or at risk of falling behind,</p>	<p>1, 2, 3, 4, 5</p>

<p>learning due to pupil absence.</p> <p>Teachers to monitor links between absence and missed key learning and identify opportunities for catch up teaching.</p>	<p>individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</p> <p>EEF Individualised Instruction</p>	
<p>Nuffield Early Language Intervention (NELI) sessions to be delivered in EYFS throughout the year.</p> <p>[£9208]</p> <p>Intentional vocabulary sheets to be created and used by staff in Early Years.</p>	<p>There is an extensive evidence base showing the impact of communication and language approaches.</p> <p>NELI is a proven programme designed to improve the spoken language ability of children in the Early Years.</p> <p>EEF Early Years Language Approaches</p> <p>Speech, language, and communication are critical areas of development for children. They play a vital role throughout our lives, helping us to understand what is going on around us, communicate our basic needs and feelings, hold conversations, think and learn, develop relationships, solve problems, and more.</p> <p>HUB High Speed Training</p> <p>Positive effects have been found in studies where teaching assistants deliver short, high-quality structured interventions, over a finite period, and link learning to classroom teaching.</p> <p>EFF Teaching Assistant Interventions</p> <p>Information about NELI</p> <p>NELI Evidence and Development</p>	<p>3, 4</p>
<p>Implement speaking and listening into the curriculum, teaching and learning and wider school life, using Voice 21 (3 year project)</p> <p>[See above cost]</p>	<p>There is strong evidence of high impact for oral language interventions, including extending pupils' vocabulary, structured questioning and dialogic activities.</p> <p>EEF Oral Language Interventions</p> <p>EEF Pilot Project Voice 21 Findings</p>	<p>3, 4</p>

	<u>Voice 21 Impact Report 2023 24</u>	
<p>TA to deliver protected phonics catch-up sessions in Year 1.</p> <p>TA to deliver protected phonics catch-up and LW SEND sessions in KS2.</p> <p>Additional small group/1:1 phonic intervention sessions targeted at disadvantaged pupils, identified using 'Little Wandle' assessments.</p> <p>[£31,240]</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children.</p> <p><u>EEF Phonics</u></p> <p>Positive effects have been found in studies where teaching assistants deliver short, high-quality structured interventions, over a finite period, and link learning to classroom teaching.</p> <p><u>EEF Teaching Assistant Interventions</u></p>	3, 4
Explore ways to recruit quality reading volunteers.	Reading Volunteers allow further opportunities for children to read more regularly in school.	3, 4

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

Budgeted cost: £22,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed principles of good practice set out in Working Together to Improve School Attendance</p> <p>Inclusive attendance approach used across school:</p> <ul style="list-style-type: none"> - Attendance team, teachers, teaching assistants and identified governors to receive training. - Change attendance terminology to 'sessions missed' rather than percentage attended. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><u>Working Together to Improve School Attendance</u></p> <p>The Inclusive Attendance approach creates a culture where everyone is accountable for enhancing attendance. This approach fosters an inclusive environment, emphasising collective responsibility. Central to the approach</p>	1, 2, 5

<ul style="list-style-type: none"> - Reward families who have made good attendance progress. <p>Attendance team to attend DFE Hub network meetings</p> <ul style="list-style-type: none"> - Create attendance roadmap - Try attendance strategies used by partner school e.g. 10% kinder strategy, opening doors ten minutes earlier. <p>Attendance lead to attend Trust attendance strategy/network meetings</p> <ul style="list-style-type: none"> -Explore and trial ways plan and deliver lost learning due to pupil absence. <p>Encourage parents to get children to school, on time by offering the following:</p> <ul style="list-style-type: none"> - All children to have buttered toast once a week on arrival to school. - Stickers and competitions to promote the importance of being at school. - Raffle tickets given to children who attend school for a full week – prize draw every half term £50 voucher. -Regular liaison with parents of low attending children. -Regular punctuality fortnights, stickers received daily. Raffle for £20 voucher. - Alarm clocks given to targeted children. -Disadvantaged children identified as being persistently late offered breakfast club. -Disadvantaged children identified as being persistently late offered extra-curricular morning club. -Develop the format of early intervention meetings for families. <p>[£2000]</p>	<p>are the four domains of practice, bridging theory with real-world application, covering professional practice, ongoing learning, evidence-based research, and innovative leadership.</p> <p><u>Inclusive Attendance</u></p> <p>The EEF states Pupil absence (missed attendance, as well as fixed and permanent exclusion) not only impacts on students' attainment and behaviour but also on the likelihood of them becoming involved in violence and crime.</p> <p>Parental engagement interventions involve parents in supporting and encouraging their children to attend school.</p> <p><u>EEF Parental Engagement</u></p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.</p> <p><u>EEF Extending the School Day</u></p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><u>EEF Physical Activity</u></p>	
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<p>Further develop the role of Pupil Support Assistant to include SEMH support</p> <ul style="list-style-type: none"> - Daily well-being check ins with identified children - Daily whole class checks at key times of day <p>[£9,000]</p> <p>ELSA to read whole school well being book half termly to every class, supported by a whole school assembly.</p> <p>ELSA to deliver targeted 1:1 support sessions.</p> <p>Establish a 'Zen Den' for both targeted children and those requiring support on the day.</p> <p>-Purchase activities for children that encourage calm and/or turn taking.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>EEF Social and Emotional Learning</p> <p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.</p> <p>EEF Behaviour Interventions</p> <p>Information about ELSA Emotional Literacy Support Assistant ELSA</p>	<p>1, 2, 5</p>
<p>Further improve and embed Forest School</p> <ul style="list-style-type: none"> -Identify an Outdoor Learning and Forest School Leader - Purchase storage and resources for -Develop Forest School progression document. - All children to undertake at least six weeks of Forest School with specialists from Wild Minds or Mycosia UK. -SEMH 1:1 support sessions from Wild Minds (trained Thrive practitioners) <p><i>(See also Bishop Lonsdale School Sports Premium Plan)</i></p> <p>[£6000]</p>	<p>"The evidence is compelling that learning outside the classroom helps children flourish and reach their potential. It boosts social mobility, helps develop confidence and resilience, engages children and young people with learning, and improves their health and wellbeing."</p> <p>Natural Education Sector Partnerships 2019 Forest School Case Study</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>EEF Social and Emotional Learning</p>	<p>1, 2, 5</p>

<p>Boromi play bags introduced to Reception parents and children. [£795]</p>	<p>Evidence tells us that we should prioritise the development of children's communication and language through socially-meaningful interactions. Children thrive on conversation and discussion with people they have a strong relationship with, focused on things they want to talk about.</p> <p>EEF The ShREC Report</p> <p>Information about Boromi Boromi Impact Report</p>	<p>2, 3, 4, 5</p>
<p>All children given a school bookbag and PE bag when starting school (at any point). When children are initially awarded PP status they are provided with two school jumpers/cardigans.</p> <p>All families to have access to the 'Bishop Lonsdale Shop' [£2000]</p>	<p>Pupil voice and parent questionnaires tell us that uniform is important. It makes them feel part of a family.</p> <p>EEF School Uniform</p> <p><i>The Chair of the School Council 21/22 included the importance of everyone having a school uniform in her election speech.</i></p> <p><i>School Council 22/23 have raised concerns about families who are finding it hard to provide children with basics due to the cost of living crisis.</i></p> <p><i>School Council 23/24 have noticed that some children are feeling cold. The 'Bishop Lonsdale Shop' now stocks gloves, hats and wellies.</i></p>	<p>1, 2</p>
<p>All KS2 children to have a slice of wholemeal bread during the morning. (KS1 and EYFS children access snack through the fruit scheme.) [£700]</p> <p>Identified disadvantaged children to access the Day Care breakfast club for periods of time when deemed necessary by SLT.</p> <p>Breakfast box available to children who arrive to school having not had breakfast.</p> <p>Register interest for the DFE pilot breakfast club scheme.</p>	<p>We know that it is important for pupils to start the day with a nutritious breakfast. The evidence shows having breakfast can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>DfE Breakfast Club Programme</p> <p>It has been noted over the years that there is a dip in concentration levels during the lesson between break and lunchtime, in KS2 this ties with a number of children not having breakfast.</p> <p>It is evident from conversations with children (particularly those arriving late) and our safeguarding records that</p>	<p>1, 2</p>

	there are an increasing number of children not having breakfast	
All disadvantaged children to be given packs with equipment such as pencils, pens, rulers etc to enable them to complete work at home. All Year 1 children to be given a 'Phonics at Home' pack to enable them to practise phonics skills with parents. All children have access to home learning packs at the 'Bishop Lonsdale Shop' <i>[£1181]</i> Provide a Key Stage 2 homework club.	Disadvantaged children typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. Homework clubs, support and providing equipment can help overcome this barrier. EEF Homework EEF Phonics EEF Parental Engagement	2, 4
Provide basic food packs and basic hygiene packs for families in need. <i>[£500]</i> Oral health information sessions for parents and children. All children across school to be given toothpaste, toothbrush and timer. (See also Bishop Lonsdale School Sports Premium Plan)	DfE guidance states that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. DfE Statutory Physical Health and Mental Wellbeing Guidance Tooth decay can cause problems with eating, sleeping, communication and socialising, and results in at least 60,000 days being missed from school during the year for hospital extractions alone. Child Oral Health Gov.UK	1, 2, 4
Monitor and encourage the attendance of disadvantaged children at physical activity and sports clubs and physical activity and social and emotional interventions. (See also Bishop Lonsdale School Sports Premium Plan)	Increased opportunities to increase physical activity and social skills which are good for mental health and wellbeing. There is also some evidence to support the provision of sporting clubs increases attendance. EEF Physical Activity Alongside academic outcomes, social and emotional learning interventions	1, 2, 3, 4, 5

<p>Monitor and encourage the attendance of disadvantaged children at arts clubs.</p>	<p>have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF Social Emotional Learning</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education</p> <p>EEF Arts Participation</p>	
<p>Plan and deliver a range of cultural and enrichment activities to all children e.g. trips, residential, pantomime.</p> <p>[£3500]</p> <p>Continue to track attendance of pupil premium children at extracurricular activities.</p> <p>Track number of disadvantaged children who are in a position of responsibility- e.g reading ambassador, mini leader.</p> <p><i>(See also Bishop Lonsdale School/ Sports Premium Plan)</i></p>	<p>Increased opportunities to increase physical activity and social skills which are good for mental health and well-being. There is also some evidence to support the provision of sporting clubs increases attendance.</p> <p>EEF Physical Activity</p> <p>Outdoor adventure learning may have a positive on outcomes such as self-efficacy, motivation and teamwork. It also plays a part in terms of the wider school experience.</p> <p>EEF Outdoor Adventure Learning</p> <p>Alongside academic outcomes, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF Social Emotional Learning</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education</p> <p>EEF Arts Participation</p>	<p>1, 2, 3, 4, 5</p>
<p>Plan and deliver four parental engagement events. The aim of these events is to encourage parents into to school and take part in fun activities with their children, whilst at the same time building staff, parent relationships.</p> <p>[£575]</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF Parental Engagement</p>	<p>1, 2, 3, 4, 5</p>

Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £140,675

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Attendance

2021-22 End of Year Attendance Data

Disadvantaged pupils: 90.4%

Non-disadvantaged pupils: 93.5%

Persistent absentees: 24.5%

2022-23 End of Year Attendance Data

Disadvantaged pupils: 92.1%

Non-disadvantaged pupils: 94.4%

Persistent absentees: 20%

2023-24 End of Year Attendance Data

Disadvantaged pupils: 92.8%

Non-disadvantaged pupils: 95.7%

Persistent absentees: 17.3% (80% of persistent absentees are disadvantaged)

2024-25 End of Year Attendance Data

Disadvantaged pupils: 92.4%

Non-disadvantaged pupils: 96.2%

Persistent absentees: 12.9% (78% of persistent absentees are disadvantaged)

Attendance Headlines			Year To Date				09 Sept 24	-	25 Jul 25				
All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)								
94.5%	94.9%	94.1%	92.4%	96.2%	12.9%								
Weekly Attendance													
													
Attendance breakdown			Year To Date				09 Sept 24	-	25 Jul 25				
Pupil Groups	Pupils	All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
All	All	232	School	94.5%	94.8%	95.7%	93.3%	93.5%	94.2%	95.6%	94.3%		
			FFT National	94.5%	93.4%	94.2%	94.7%	94.9%	95.0%	94.8%	94.6%		
			Difference	0.0%	+1.4% •	+1.5% •	-1.5% •	-1.4% •	-0.7%	+0.8%	-0.2%		
FSM6	FSM6	103	School	92.4%	92.8%	94.8%	89.6%	88.8%	92.9%	95.1%	91.9%		
			FFT National	92.1%	90.2%	91.3%	92.2%	92.4%	92.6%	92.4%	92.2%		
			Difference	+0.4%	+2.6% •	+3.5% •	-2.6% •	-3.6% •	+0.3%	+2.7% •	-0.4%		
Not FSM6	Not FSM6	129	School	96.2%	96.1%	96.2%	95.6%	96.6%	95.9%	96.2%	96.5%		
			FFT National	95.5%	94.2%	95.2%	95.7%	96.0%	96.0%	95.9%	95.7%		
			Difference	+0.6%	+1.8% •	+1.0% •	-0.1%	+0.6%	-0.1%	+0.2%	+0.8%		

Since 2021/22 persistent absence at the school has dropped by 11.6%. The attendance of disadvantaged pupils over the past three years has remained broadly in line with national disadvantaged attendance.

The difference between the attendance of disadvantaged children and non-disadvantaged children has risen slightly in the last year to 3.8%. Part time timetables have had impact on this data.

Punctuality continues to be a focus for the school, particularly for disadvantaged children.

The inclusive attendance approach and the 10% kinder strategy (taken from the DFE Attendance Hub) is proving to be particularly successful in improving the attendance of children who have previously been persistently absent.

During 2024/25 ten children worked as Attendance Ambassadors, working with the attendance team to improve attendance and punctuality across the school. Six out of the ten children were disadvantaged.

See attendance page on school website for further information on attendance success.

[Bishop Lonsdale Church of England Primary School and Nursery - Attendance at Bishop Lonsdale](#)

[Bishop Lonsdale Church of England Primary School and Nursery - Inclusive Attendance](#)

[Bishop Lonsdale Church of England Primary School and Nursery - Attendance Success](#)

Challenge 2: Physical and Emotional Well Being

Bishop Lonsdale now has three trained Emotional Literacy Support Adults (ELSA). One other member of staff is also registered to start training in 2025/26.

Seven disadvantaged children have received targeted 1:1 support this year, plus 54% (55 children) also accessed the lunchtime Zen Den which is run by an ELSA.

Wild Minds continue to run 1:1 thrive sessions supporting children with SEMH needs including school anxiety. Eight disadvantaged children have accessed this support throughout the academic year.

All staff have accessed the following training led by the trust behaviour lead:

Childhood Trauma

Hand Model of the Brain

Regulation and Reset

Further training for 'Zones of Regulation is booked for next academic year.

All classrooms have regulation and reset tables. The school behaviour policy has been re-written to incorporate this.

All children in the Year 4 class (19 disadvantaged children) had access to regulation toys. This proved successful in reducing low level disruption. Next year this will carry on into Year 5 and will be introduced to the new Year 4 children.

In EYFS the first continuous provision session of the day focussed on SEMH. Adults were able to deliver 1:1 support for children with targeted needs (including seven disadvantaged children and also children who entered school unsettled. This session proved invaluable for providing a calm and purposeful environment.

Behaviour support plans continued to be written for children in line with school policy. Plans are written to support children using a wide range of strategies including social stories, 1:1 ELSA/Thrive sessions and Zen Den.

Behaviour records show that 69% of children attending reflection during 2024/25 were disadvantaged children.

18 children were on a behaviour support plan 14 children out of 18 were disadvantaged.

All families continue to have access to the Bishop Lonsdale Shop. All items of school uniform are available, plus home learning packs, basic food packs and basic hygiene packs. Additional items such as water bottles, oral hygiene sets are also available.

The shop is well used and gratefully received by both parents and children who use it.

All children throughout the school have received an oral health set including a toothbrush, toothpaste, a timer and 'how to brush your teeth' guidance. All infant children have also attended oral health workshops delivered by Derby County Community Trust.

All disadvantaged children were given a home learning pack at the beginning of the year. Feedback from children tells us that they are more likely to complete homework now they have these resources.

A weekly KS2 homework club is available for all children at lunchtime. Teachers report there is an increase in homework returns compared to the previous year but the standard of work still remains an area for improvement.

Challenge 3: Communication and Language

All reception children were assessed at the beginning of the academic year using the 'Language Screen' assessment. Seven children were targeted for the intervention. The full program was not delivered due to staff re-deployment. Children did however receive NELI sessions for half of the academic year from a trained member of staff. Five out of the seven children attending the intervention reached the expected level in Communication and Language.

2022/23 EYFS Results: Communication and Language

BL Communication and Language: **86.2%** National Communication and Language: **79.7%**

BL C and L Disadvantaged: **87.5%** BL Non-disadvantaged: **85.7%**

BL LAU: **89.7%** National LAU: **82.2%**

BL LAU Disadvantaged: **75%** BL LAU Non-disadvantaged: **95%**

BL Speaking: **89.7%** National Speaking: **82.8%**

BL Speaking Disadvantaged: **86%** BL Speaking Non-disadvantaged: **90%**

2023/24 EYFS Results: Communication and Language

BL Communication and Language: **86.2%** National Communication and Language: **79.4%**

BL C and L Disadvantaged: **85.7%** BL Non-disadvantaged: **85.7%**

BL LAU: **86.2%** National LAU: **81.6%**

BL LAU Disadvantaged: **87%** BL LAU Non-disadvantaged: **86%**

BL Speaking: **93.1%** National Speaking: **82.3%**

BL Speaking Disadvantaged: **93.1%** BL Speaking Non-disadvantaged: **90%**

2024/25 EYFS Results: Communication and Language

BL Communication and Language: **86.7%** National Communication and Language: **79.6%**

BL C and L Disadvantaged: **92%** BL Non-disadvantaged: **83%**

BL LAU: **86.7%** National LAU: **81.7%**

BL LAU Disadvantaged: **92%** BL LAU Non-disadvantaged: **83%**

BL Speaking: **90%** National Speaking: **82.7%**

BL Speaking Disadvantaged: 92% BL Speaking Non-disadvantaged: 78%

86.7% children met the expected standard in Communication and Language which is 7.1% above the national standard. It is also a 0.3% improvement on the previous year. This year the disadvantaged children out performed the non-disadvantaged in speaking and listening and understanding.

Bishop Lonsdale have enrolled on the Voice 21 oracy programme. Some training has been delivered to staff, however this will be embedded in the next academic year.

Challenge 4: Outcomes

Data	School (All Pupils)	School (Disadvantaged)	School (Non-Dis.)	National (All Pupils)	National (Disadvantaged)	National (Non-Dis.)
EYFSP Good Level of Development	73%	75%	72%	68.3.7% (2025)	<i>Not Published</i>	<i>Not Published</i>
KS1 Phonics Screening Check	68%	78%	50%	80% (2025)	67% (2025)	84% (2025)
Year 4 MTC Average Attainment Score	20	18	22	20.6 (2024)	18.9 (2024)	21.3 (2024)
Year 4 MTC Scored 25 Marks	30%	17%	47%	34% (2024)	25% (2024)	37% (2024)
KS2 SATS Combined RWM Measure EXS	61%	40%	78%	62% (2025)	47% (2025)	69% (2025)
KS2 SATS Reading EXS	85%	80%	89%	75% (2025)	63% (2025)	81% (2025)
KS2 SATS Writing EXS	70%	53%	83%	72% (2025)	59% (2025)	78% (2025)
KS2 SATS Maths EXS	76%	60%	89%	74% (2025)	61% (2025)	80% (2025)
KS2 SATS EGPS EXS	79%	73%	83%	73% (2025)	60% (2025)	70% (2025)

Phonics

Little Wandle continues to be used in EYFS and KS1. New staff have been trained and established staff have had top up training. Resources have continued to be bought.

Due to support required for children with SEMH needs not all phonics interventions took place. This did have an impact on phonic screening results, however all children were screened throughout the year and all made progress.

Staff in Reception and Year 1 continue to identify individual periods of absence and teach missed phonemes on a child's return to school.

Phonics and reading meetings were held for both Reception and Year one, uptake was lower than the previous year at 40%.

All Year 1 children received 'Phonics at Home' packs to enable parents to support at home.

Some staff have undertaken SEND Little Wandle training. KS2 children who did not pass the phonics screening check in KS1 have accessed this intervention, delivered two or three times a week. All children accessing this intervention made good progress.

Reading

Staff have continued to receive support on the teaching of reading. The Super Six reading skills continue to have impact, the school once again achieved 85% in reading matching scores of the previous year. Disadvantaged children at Bishop Lonsdale outperformed the national average for the second year running.

Year 6 children received additional support from an experienced KS2 teacher. Year 2 received additional support from an experienced KS1 teacher.

A target group of children in Year 2 and Year 6 took part in the Premier League Reading Stars programme.

Writing

Bishop Lonsdale's writing results have improved by 12% in the last year. This is due to The 'Writing for Pleasure' approach being used consistently across the school. All staff have attended multiple training sessions delivered by an experienced English consultant. More training will be provided in the next academic year.

A group of six Year 2 disadvantaged children attended the Premier League Writing Stars programme.

Twelve disadvantaged Year 4 and 5 pupils took part in 'Magazine Team' a programme delivered by DCCT. This proved to be successful in terms of engaging children in writing for a purpose.

The marking and feedback policy has been re-written and shared with staff. The marking of writing and its impact will be a focus in the next academic year.

Maths

Maths outcomes in EYFS were better than the previous year and slightly above the national average.

There is still a gap between the percentage of disadvantaged children and non-disadvantaged children achieving the expected standard across the school. After a review of Power Maths White Rose it has been decided that next year staff will teach maths using the White Rose Programme of Study.

An experienced KS2 teacher completed booster sessions with Year 5 and Year 6.

Target children in Year 5 took part in the Match Day Maths programme.

MTC scores were down slightly on the previous year. During the next academic year the school will research ways to improve children's knowledge of timetables. A maths club will also be offered to children with a focus on disadvantaged children.

Challenge 5: Lack of Enrichment Opportunities

All disadvantaged children in Key Stage One and Key Stage attended at least two PE/Physical activity events or clubs last year. All extra-curricular clubs on offer this year have once again been free of charge. (See Sports Premium Evaluation)

In 2024/5 Bishop Lonsdale achieved the Platinum School Games Mark – the focus of the case study being provision for disadvantaged children.

All children across the school once again took part in cycling training. 100% of disadvantaged children in Year 6 passed Level 2 Bikeability and all disadvantaged children in Year 5 passed Level 1 Bikeability. Sustran's Big Walk and Wheel fortnight encouraged all children to walk, cycle or scooter to school. In the competition, the school finished first in Derby City and 19th in the East Midlands.

The netball team won the netball league, winning all matches. The team also took part in the netball county finals. 60% of children who took part in competitive matches were disadvantaged.

Year 6 went on a residential trip. 31/33 children attended including all the disadvantaged children. Transport for all school trips across the school was paid for and free school meal children took their lunch in 'real' lunchboxes.

All children enjoyed watching the pantomime at Christmas.

All children across the school have taken part in a six week forest school experience.

A local school with high pupil premium numbers regularly uses our forest school provision.

Externally provided programmes

Programme	Provider
2021/22 Talk For Writing 2022/23	Pie Corbett
2021/22 Maths Intervention	Third Space Learning
2021/22 Matchday Maths 2022/23 2023/24 2024/25	DCCT
2022/23 Premier League Writing Stars 2023/24 2024/25	DCCT
2021/22 Premier League Reading Stars 2022/23 2023/24 2024/25	DCCT
2024/25 Magazine Team	DCCT
2023/24 Forest School Provision	Wild Minds and Mycosia UK
2024/25 Forest School Provision	Wild Minds
2024/25 Thrive 1:1 sessions	Wild Minds

Further information (optional)

[EEF Physical Activity](#)

[EEF Outdoor Adventure Learning](#)

[EEF Social Emotional Learning](#)

See the Bishop Lonsdale Sports Premium Plan [Bishop Lonsdale Sports Premium](#) for additional strategies that are used to support disadvantaged children.

There is an expectation that all class teachers will produce a disadvantaged action plan stating specific actions for disadvantaged children in their class. These plans are reviewed and shared with SLT at pupil progress meetings every half term.

Raising the aspirations of children and families in the community is of great importance.

[EEF Aspirations Interventions](#)

Bishop Lonsdale have a named careers leader.