

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the experiences, attainment, and life chances of our disadvantaged students. It also 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

Bishop Stopford School	
Detail	Data
Number of students in school (years 7-11)	1078
Proportion (%) of Pupil Premium eligible students	5.47%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Gerry Kirke (Assistant Head)
Pupil Premium lead	Presheena Norwood (PP Co-Ordinator)
Governor / Trustee lead	Claire Ette (Staff Governor)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£64,900
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	£64,900

Part A: Pupil Premium Strategy Plan

Statement of intent

At Bishop Stopford School, disadvantage must not determine a pupil's academic outcomes, access to the full curriculum, participation in school life or future destination. Our strategy therefore starts with diagnosis rather than assumption: we identify the specific barriers experienced by individual pupils and cohorts, then select the evidence-informed approaches that are most likely to remove those barriers.

Our Pupil Premium strategy follows the DfE and Education Endowment Foundation (EEF) tiered model:

- High-quality teaching is the first priority because it reaches every disadvantaged pupil every day.
- Targeted academic support supplements – rather than substitutes for – strong classroom teaching
- Wider strategies address attendance, wellbeing, belonging, family engagement and access where these are demonstrable barriers to learning.

Our aim is not simply to provide additional opportunities, but to improve educational outcomes. Our strategy will therefore be monitored annually for implementation fidelity and evaluated against pupil outcomes.

[DfE - Using pupil premium: guidance for school leaders](#)

[EEF - Guide to the Pupil Premium](#)

Challenges

Pupil Premium eligibility alone is not evidence of a particular barrier; individual student need will be reviewed against these challenges.

Challenge number	Detail of challenge
1	Attainment and progress at Key Stage 4: our 2024/25 results showed a substantial disadvantaged gap: Attainment 8 was 43.97 compared with 58.64 for non-disadvantaged pupils (a gap 14.67 points), and grade 5+ in English and mathematics was 31% compared with 66% (a gap of 35 percentage points).
2	Literacy, numeracy and additional learning needs: some pupils have specific gaps in reading, vocabulary, writing, numeracy or SEND-related access that require diagnostic assessment and structured support. These needs are identified pupil-by-pupil; they are not assumed from disadvantage status.

3	Attendance, belonging and wellbeing: school monitoring identifies a small attendance gap overall and a minority of pupils for whom absence reduces learning time. Persistent absence requires early, individual diagnosis rather than a single universal intervention.
4	Readiness to learn and access: some pupils experience practical or financial barriers to technology, books/revision resources, equipment, uniform/PE kit or safe transport. These can prevent full participation unless resolved promptly.
5	Participation, pathways and future knowledge: some pupils need active support to access enrichment, trips, music/sport, academic programmes and high-quality careers/post-16 guidance. The barrier is treated as access to knowledge, preparation and opportunity - not as a presumed lack of aspiration.

Intended outcomes

Intended outcome	Success criteria
Disadvantaged pupils achieve strongly at KS4 and the attainment gaps narrow.	Year-on-year improvement in disadvantaged Attainment 8 and grade 5+ English/Maths. By 2028/29, the three-year rolling Attainment 8 gap will be lower than the 2024/25 baseline 14.67 and the English/Maths grade 5+ gap is lower than the 2024/25 baseline of 35 percentage points.
Pupils with identified literacy/numeracy needs catch up and can access the curriculum.	All relevant pupils are diagnostically assessed through normal school systems (e.g. Lucid testing and CAT testing). Targeted interventions have a recorded entry measure, intended exit threshold and review date. Participants make measurable gains on standardised/curriculum assessments and demonstrate transfer into subject learning.
Attendance and persistent absence gaps reduce.	By 2028/29, disadvantaged attendance gap is no more than 1 percentage point. Every disadvantaged pupil below 90% attendance receives a prompt needs assessment and graduated response.
Practical barriers do not prevent participation in learning.	100% of identified essential resource/technology needs are resolved to ensure no pupil is unable to complete essential curriculum learning because they lack required equipment. Loaned technology is used for defined learning purposes and reviewed.
Disadvantaged pupils participate fully in school life and progress to ambitious,	Financial contributions towards clubs, trips, music/sport and academic enrichment allow all students to participate fully in wider aspects of school life. All disadvantaged pupils in Years 10-11 receive personalised careers guidance; sustained

appropriate destinations.	destinations are in line with the school cohort, including retention into BSS6 as an ambitious route.
Targeted wellbeing support improves readiness to learn.	Pupils receiving counselling/wellbeing support have baseline and exit measures, attendance/engagement indicators and review points. Provision is continued only where there is evidence of improved wellbeing, attendance, engagement or access to learning.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching for disadvantaged pupils through sustained professional development. Priorities: disciplinary literacy; explicit modelling; metacognitive planning-monitoring-evaluation; adaptive teaching for SEND; formative assessment and feedback.	High-quality teaching is the strongest universal lever for disadvantaged pupils. The EEF stresses that effective sustained professional development should be designed around mechanisms that change teacher practice; metacognition is high-impact when explicitly taught within subject content; literacy should be embedded across subjects; and pupils with SEND benefit from excellent adaptive classroom teaching. EEF - Effective Professional Development EEF - Metacognition and Self-Regulated Learning EEF - Improving Literacy in Secondary Schools EEF - Special Educational Needs in Mainstream Schools	1, 2
Diagnostic assessment and responsive curriculum planning. Use formative, summative and standardised assessments, learning walks, work scrutiny and pupil-level information to identify precise gaps.	DfE and EEF guidance emphasise diagnosis before selecting an intervention, coherence with the curriculum, and ongoing monitoring. Assessment should inform teaching and intervention selection rather than become an additional data burden. EEF - Guide to the Pupil Premium: use reliable research evidence EEF - A School's Guide to Implementation DfE - Using pupil premium: guidance for school leaders	1, 2, 3
The Pupil Premium Co-ordinator will attend Westminster Insight's annual conference to access up-to-date PD on pupil premium policy, funding and evidence-informed practice.	Ongoing professional development for the Pupil Premium Co-ordinator will support the effective use of research evidence, the development of an evidence-informed strategy, and the monitoring and evaluation of interventions to ensure funding has a positive impact on disadvantaged pupils' progress and attainment.	1, 2, 3, 4, 5

	https://www.westminsterinsight.com/conferences-and-events/pupil-premium/	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 38,340

Activity	Evidence that supports this approach	Challenge number/s addressed
Curriculum-linked small-group tuition and 1:1 tuition. English, Maths and Science support will be tightly linked to normal lessons, delivered in time-limited blocks and based on diagnostic assessment.	EEF finds positive average effects for both small-group and one-to-one tuition. Impact is stronger when tuition is targeted to assessed gaps, delivered by trained staff and connected to classroom teaching. EEF - Small group tuition EEF - One to one tuition EEF - Guide to the Pupil Premium: tutoring	1, 2
Structured literacy and numeracy interventions. Pupils below agreed reading/literacy or numeracy thresholds receive evidence-informed, time-limited support. Funding towards book purchases and Bedrock.	EEF secondary-literacy guidance recommends disciplinary literacy and targeted support for struggling readers. Reading comprehension strategies have high average impact when explicitly modelled and practised. Mathematics intervention should build on secure assessment of misconceptions and connect to classroom teaching. EEF - Improving Literacy in Secondary Schools EEF - Reading comprehension strategies EEF - Improving Mathematics in Key Stages 2 and 3	1, 2
Targeted SEND support and evidence-informed deployment of teaching assistants. For pupils who are both disadvantaged and have SEND, provision will be identified from the pupil's assessed need. This may include structured	EEF advises that pupils with SEND have the greatest need for excellent teaching and that interventions should supplement, not replace, classroom access. TA-led interventions can be effective when structured, appropriately trained and carefully targeted. EEF - Special Educational Needs in Mainstream Schools EEF - Teaching Assistant Interventions	1, 2, 4

TA-led interventions, accessibility resources or external diagnostic assessment where the SEND pathway indicates it is necessary.		
Essential resources and digital access. Provide loan laptops, reader pens/accessibility technology, required books/revision materials, specialist curriculum equipment and, where a need would otherwise prevent readiness to learn, support with uniform/PE kit. Resources are allocated from identified individual need, not automatically to every PP pupil.	EEF advises that technology should be introduced in response to a defined learning need and supported by sound pedagogy; buying devices alone is not an intervention. Evidence that uniform itself raises attainment is extremely limited, so uniform support is treated as an enabling/equity measure. DfE permits acute equipment expenditure in exceptional circumstances where needed to overcome barriers to attainment. EEF - Using Digital Technology to Improve Learning EEF - School uniform DfE - Using pupil premium: guidance for school leaders	4

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

Budgeted cost: £ 25,560

Activity	Evidence that supports this approach	Challenge number/s addressed
Attendance, belonging and family engagement. A tiered response will combine universal belonging and attendance routines with early family contact and targeted pastoral support. Transport assistance may be used where it is the identified barrier to attendance.	EEF's attendance resource stresses diagnosis, belonging, effective communication with families, strong universal provision, targeted support and monitoring. Parental engagement has a positive average effect, although the secondary evidence base is smaller and communication must be adapted to context. EEF - Supporting school attendance EEF - Parental engagement	3, 4

Targeted counselling, mentoring and wellbeing support. Provision is based on identified need and is reviewed in blocks rather than left open-ended. Each pupil has an intended outcome and baseline/exit measure, with links to attendance, engagement, behaviour and access to learning.	EEF evidence on social and emotional learning supports explicit, well-implemented approaches to developing social-emotional competencies. It does not establish that counselling alone will raise attainment, so we will evaluate its local counselling/mentoring provision against wellbeing and school-engagement outcomes. EEF - Social and emotional learning EEF - Deliver and monitor your pupil premium strategy	3
Equitable access to enrichment, music lessons, sport, DofE and cultural capital visits/activities. Remove financial barriers to high-value enrichment opportunities where participation data show disadvantaged pupils are under-represented. Curriculum-essential visits are fully funded; other enrichment can be subsidised according to need. Participation and sustained engagement will be tracked, not just expenditure.	The DfE menu explicitly includes enrichment such as sport, outdoor activity, arts and life skills. While EEF finds moderate average academic impact for arts participation and lower average academic impact for physical activity; both also have intrinsic and wider benefits. EEF - Arts participation EEF - Physical activity DfE - Pupil premium menu of approaches	3, 5
Careers, post-16 transition and academically grounded enrichment. All disadvantaged pupils receive high-quality personal guidance at key transition points. University visits, The Brilliant Club and similar programmes are used to build knowledge of pathways, academic preparation, confidence and access to networks. Success is measured through participation, preparedness	EEF's careers review identifies promising links between careers education and educational, employment and social outcomes, while recognising evidence gaps. EEF rates generic aspiration interventions as very weakly evidenced and warns against trying to raise aspirations in isolation; approaches should contain a substantial academic component. EEF - Careers education evidence review EEF - Aspiration interventions	1, 5

and sustained destinations - including whether pupils remain at BSS6.		
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Total budgeted cost: £64,900

Part B: Review of outcomes in the previous academic year

1) Pupil Premium Strategy outcomes

This table details – and evaluates – the impact that our Pupil Premium strategy had on student attainment in the 2024/5 and 2025/6 academic years.

Measure	Disadvantaged	Non-disadvantaged	Gap	Disadvantaged	Non-disadvantaged	Gap
Academic Year	2024/25			2025/26		
Attainment 8	43.97	58.64	-14.67	54.44	63.55	-9.11
Evaluation	Attainment 8 for disadvantaged pupils increased from 43.97 to 54.44, an improvement of 10.47 points. The attainment gap narrowed from 14.67 to 9.11 points, a reduction of 5.56 points. This represents a strong improvement in disadvantaged pupils' overall attainment relative to their peers and suggests positive progress towards reducing educational disadvantage. Continued focus on high-quality teaching, targeted academic support and progress monitoring is needed to sustain this improvement.					
% 9-4 in English and Maths	50%	84%	-34	69%	91%	-22
Evaluation	The proportion of disadvantaged pupils achieving grades 9–4 in English and Maths increased from 50% to 69%, a rise of 19 percentage points. The gap narrowed from 34 to 22 percentage points, representing a 12-point reduction. This is a strong improvement, indicating that disadvantaged pupils have made substantial gains in achieving the expected standard in these key subjects. Further targeted intervention should focus on disadvantaged pupils who remain at risk of not securing grade 4 or above in English and Maths.					
% 9-5 in English and Maths	31%	66%	-35	44%	75%	-31

Evaluation	The proportion of disadvantaged pupils achieving grades 9–5 in English and Maths rose from 31% to 44%, an improvement of 13 percentage points. The gap narrowed (albeit slightly), from 35 to 31 percentage points, a reduction of 4 points. Although disadvantaged pupils have improved their performance at the stronger pass threshold, the persistent gap indicates that they remain less likely than their peers to achieve grades 5 or above in both subjects. Further emphasis on stretch and challenge, targeted subject-specific intervention and support for pupils approaching grade 5 is required.					
% Entered for EBacc	56%	86%	-30	75%	93%	-18
Evaluation	Entry for the EBacc among disadvantaged pupils increased from 56% to 75%, a rise of 19 percentage points. The gap narrowed from 30 to 18 percentage points, a reduction of 12 points. This indicates improved access to the EBacc curriculum for disadvantaged pupils and a reduction in the disparity in entry rates. However, an 18-point gap remains, so further work is needed to ensure disadvantaged pupils receive appropriate guidance, encouragement and support to access the EBacc pathway where it aligns with their aspirations and potential.					
% Achieved EBacc at Grade 4	25%	61%	-36	44%	76%	-32
Evaluation	The proportion of disadvantaged pupils achieving the EBacc at grade 4 increased from 25% to 44%, a rise of 19 percentage points. The gap narrowed slightly from 36 to 32 percentage points, a reduction of 4 points. This represents improved outcomes for disadvantaged pupils, although the attainment gap remains substantial. The increase in EBacc entry has been accompanied by improved achievement, but further work is needed to ensure that increased participation translates into successful outcomes. Targeted support in EBacc subjects, regular progress reviews and early intervention for pupils falling behind should remain priorities.					
% Achieved EBacc at Grade 5	25%	44%	-19	19%	55%	-36
Evaluation	The proportion of disadvantaged pupils achieving the EBacc at grade 5 decreased from 25% to 19%, a fall of 6 percentage points. In contrast, non-disadvantaged outcomes increased from 44% to 55%, a rise of 11 percentage points. As a result, the gap widened from 19 to 36 percentage points, an increase of 17 points. This is a significant concern and represents the clearest deterioration in the comparative outcomes. Despite improvements in EBacc entry and grade 4					

achievement, disadvantaged pupils are less likely to achieve the higher grade threshold. We should investigate outcomes by subject and prior attainment, review the effectiveness of existing interventions, and prioritise targeted teaching, feedback and intervention to help disadvantaged pupils secure grades 5 and above.

2) Service Pupil Premium funding

Measure	Approach
<i>How did you spend your Service Pupil Premium allocation last academic year?</i>	The SPP allocation was spent last year in response to individual associated with service family life. Spending is needs-led rather than treated as part of the disadvantaged attainment strategy by default. This included funding towards enrichment trips and sports clubs.
<i>What was the impact of that spending on Service Pupil Premium eligible pupils?</i>	This spending had a positive wellbeing impact on the students in receipt of SPP as it gave them access to valuable experiences deepening relationships and fostering their sense of belonging within the school community.