

Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bishop King CE Primary
Number of pupils in school	435(including Nursery)
Proportion (%) of pupil premium eligible pupils	26%
Academic years that this pupil premium strategy plan covers	2025 - 2026
Date this statement was published	26.11.2025
Date on which it will be reviewed	18.3.2025 and 10.6.2025
Statement authorised by	Ali Simmons, Headteacher
Pupil premium lead	Claire Gaskell, Deputy Headteacher
Governor	Colin Wall, Abi Teeder,

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,990.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,986.46
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	£184,976.46

Statement of intent

At Bishop King, we have adopted a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes. We always ensure they are supported emotionally and are determined to raise expectations of what they can do and achieve.

We aim for all children, irrespective of any disadvantage and starting points, to make good progress and achieve well across the curriculum, including our high attainers.

We ensure all our pupils receive high quality first teaching, targeted early interventions, and require further support to close identified gaps in their learning.

We will regularly monitor the impact of the Pupil Progress funding through pupil voice, data analysis and feedback from all stakeholders. This ensures a flexible approach to the strategy plan to meet all the needs of our learners throughout the academic year.

Outcomes from the academic year 2025 - 2026

Attainment and Progress data:

Reception:

Good Level of Development (Overall assessment)	Non PP pupils	PP	Gap
	50%	39%	-11%

Positive impact of EYPP funding

Next steps: **Priority Areas**

- Communication, vocabulary, Literacy,
- Mathematics
- Fine Motor
- PSHE

Year 1

Phonics	All pupils	PP	Gap
	72%	82%	+10%

Next steps – now in Year 2:

- Access daily phonics in ability sets
- Daily class practice in the afternoons of identified sounds/ gaps
- 1:1 intervention on identified gaps
- Monitor and assess every 'termlet' to inform fluid groupings and facilitate accelerated progress

End of Year 4:

	All pupils	Pupil Premium	Gap
Multiplication Tables Check	51%	71.4%	+ 20.4%

Next steps – now in Year 5:

- Monitor and encourage the attendance of PP pupils to after-school 'times tables' club
- Now in Year 5, continue TTRockstars as homework for pupils who do not know their tables

End of KS2 data/ Year 6 – now at secondary school

Expected standard

All pupils - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	179	59%	74%	Below (sig-)	Not applicable	Not applicable
2025	60	57%	75%	Below (sig-)	No sig change	Low - Stability
2024	57	63%	74%	Below (non-sig)	No sig change	Low - Stability
2023	62	58%	73%	Below (sig-)	Not available	Low - Stability

► [Chart](#)

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	54	65%	62%	Close to average (non-sig)	80%	-15	Not applicable	Not applicable
2025	24	54%	63%	Close to average (non-sig)	81%	-26	Widening	Low - Stability
2024	12	75%	62%	Above (non-sig)	80%	-5	Narrowing	Low - Stability
2023	18	72%	60%	Above (non-sig)	78%	-6	Not available	Low - Stability

Expected standard

All pupils - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	179	59%	72%	Below (sig-)	Not applicable	Not applicable
2025	60	63%	72%	Below (non-sig)	No sig change	Low - Stability
2024	57	54%	72%	Below (sig-)	No sig change	Low - Stability
2023	62	58%	71%	Below (sig-)	Not available	Low - Stability

► [Chart](#)

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	54	57%	59%	Close to average (non-sig)	78%	-20	Not applicable	Not applicable
2025	24	58%	59%	Close to average (non-sig)	78%	-20	Widening	Low - Stability
2024	12	67%	58%	Close to average (non-sig)	78%	-11	Narrowing	Low - Stability
2023	18	50%	58%	Close to average (non-sig)	77%	-27	Not available	Low - Stability

Expected standard

All pupils - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	179	58%	73%	Below (sig-)	Not applicable	Not applicable
2025	60	52%	74%	Below (sig-)	No sig change	Low - Stability
2024	57	68%	73%	Close to average (non-sig)	No sig change	Low - Stability
2023	62	53%	73%	Below (sig-)	Not available	Low - Stability

► [Chart](#)

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	54	52%	60%	Close to average (non-sig)	80%	-28	Not applicable	Not applicable
2025	24	46%	61%	Below (non-sig)	80%	-35	Widening	Low - Stability
2024	12	50%	59%	Close to average (non-sig)	79%	-29	Widening	Low - Stability
2023	18	61%	59%	Close to average (non-sig)	79%	-18	Not available	Low - Stability

Progress

All pupils - Reading progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	85	1.1	0.0	Above (non-sig)	Not applicable
2023	48	-0.2	0.0	Close to average (non-sig)	Low - Stability
2022	37	2.7	0.0	Above (sig+)	Low - Stability

► [Chart](#)

Disadvantaged pupils - Reading progress

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2-year	32	1.8	-0.8	Above (non-sig)	0.4	1.3	Not applicable	Not applicable
2023	18	0.9	-0.9	Close to average (non-sig)	0.4	0.4	Positive gap	Low - Stability
2022	14	2.9	-0.8	Above (sig+)	0.4	2.5	Not available	Low - Stability

Progress

All pupils - Writing progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	85	2.3	0.0	Above (sig+)	Not applicable
2023	48	1.2	0.0	Close to average (non-sig)	Low - Stability
2022	37	3.7	0.0	Above (sig+)	Low - Stability

► [Chart](#)

Disadvantaged pupils - Writing progress

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2-year	32	1.7	-0.7	Above (sig+)	0.4	1.3	Not applicable	Not applicable
2023	18	0.6	-0.7	Close to average (non-sig)	0.4	0.3	Positive gap	Low - Stability
2022	14	3.1	-0.8	Above (sig+)	0.4	2.7	Not available	Low - Stability

Progress

All pupils - Mathematics progress

Year	Cohort	School	National	National distribution banding	Year group context
2-year	85	1.4	0.0	Above (non-sig)	Not applicable
2023	48	0.5	0.0	Close to average (non-sig)	Low - Stability
2022	37	2.6	0.0	Above (sig+)	Low - Stability

► [Chart](#)

Disadvantaged pupils - Mathematics progress

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2-year	32	1.2	-1.1	Above (non-sig)	0.5	0.6	Not applicable	Not applicable
2023	18	1.4	-1.0	Above (non-sig)	0.5	0.8	Positive gap	Low - Stability
2022	14	0.9	-1.1	Above (non-sig)	0.5	0.4	Not available	Low - Stability

Next steps:

- Use national QLA to identify gaps and misconceptions, and adapt planning to reflect this
- Focussed, weekly interventions for pupils who made less than expected progress in reading, writing and/or mathematics from KS1 data
- Termly analysis of pupil progress to monitor the impact of these interventions
- Before and after-school tuition for targeted pupils and those appearing to be falling behind

Attendance

	Pupil Premium	All BK pupils	Gap	National
Current academic year to 23.10.25	93.6%	95.8%	-2.2%	95.6%

Persistent absentees	Pupil Premium	All BK pupils	Gap
Current academic year to 23.10.25	22.1%	11.3%	- 10.9%

Next steps:

- Continue to use PP funding for attendance officer
- Continue the robust processes that we already have in school
- Continue to focus on PA pupils by working closely with parents
- Keep parents well informed of the new government legislation, e.g. penalty notices, etc.

Challenges:

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

Challenge	Detail of challenge
1. EYFS	Pupils' on-entry baselines (FS1 and FS2) are well below chronological ages At the end of EYFS, gap between national and BK has widened by 9% to 19%. Percentages on track in Literacy and Maths are significantly below national by 21% and 19% respectively. EYFS baselines suggest significantly low outcomes in vocabulary and oracy
2. Achievement	Social communication and behavioural difficulties for a small groups of pupils which impacts on their academic progress.
3. Aspiration	Pupil aspiration and attitudes to learning, including a lack of resilience and emotional readiness.
4. EAL	High EAL: 'New Arrivals/New to English' pupils EAL parents unable to fully support their child's learning and homework
5. Mobility	High mobility: particularly 'New to English' mid-year admissions Incoming SEND with very high needs, non-UK, have no paperwork
6. Safeguarding	High number of safeguarding concerns
7. Economic	High deprivation, poor housing conditions, few opportunities outside of school. Lack of capital culture Working poor families and difficult shift patterns Poor nutrition and health attributed to many children not accessing a balanced diet.
8. Parental engagement	Lack of parental engagement with children's learning at home. Significant family home issue which impact on pupil well-being.
9. Attendance	Persistent absentees to date 22.1%; All pupils is 11.3%

Intended outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
EYFS	Improve outcomes at the end of EYFS for all pupils	Increased GLD (prediction 64% of disadvantaged pupils to attain GLD). and more pupils are Year 1 ready.
Oracy and Language	To improve oracy and pupil's use of language both spoken and written.	Pupil's have been exposed to vocabulary rich-environments and specific interventions. EYFS – Communication and language outcomes are higher than in previous years.
Achievement	To improve combined data across the school Accelerate the progress of higher ability pupils	Increased combined assessment in all year groups All more able pupils have made expected progress and have achieved GD in reading, writing and/or mathematics – to reflect baseline assessments
Well-being	To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils. Pastoral lead continues to be funded with PP grant.	All pupils are emotionally ready for learning each day. This is evidenced through pupil voice, parent surveys and teacher observations. Targeted pupils to show improvements in well-being through pupil voice and outcomes.
EAL	To source parental support to enable English language acquisition	EAL parents are better equipped to support their child's learning
Mobility	To use data to highlight progress of disadvantaged pupils.	Data focussed on progress of long term pupils, e.g. True BK shows good achievement.
Safeguarding	To continue to use PPG for safeguarding lead	All safeguarding needs are met and families are well supported.
Economic	Pastoral team continues to be funded with PP grant	Pupils are well cared for in school and parents are supported Pupils are ready to learn Pupils are prepared for the next phase of learning
Parental engagement	Positive relationships with parents Parent curriculum workshops in school Parent workshops; managing your child's behaviour and emotions All year group /subject documentation on the school website Develop links with Lincoln Children's Centre and community family hubs. Weekly Phonics links are emailed to parents. Parent Consultation Evenings	Parents' knowledge is improved as to how they can support their children in the home. Parents impact on pupil achievement
Attendance	Attendance officer continues to be funded with PP grant Attendance impacts on progress	Sustained high attendance demonstrated Overall attendance for all pupils is at least 95% Attendance gap between disadvantaged pupils and their non-disadvantaged peers is narrowed Persistent absence data is closer to national data.

Activity in this academic year

Activity	Evidence that supports this approach	Challenges addressed
All children have access to a high quality first teaching and learning. Every teacher, including ECT and SCITT's will be supported through ongoing CPD and individual programmes.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for disadvantaged pupils. EEF – 'Menu of approaches' https://educationendowmentfoundation.org.uk/using-pupil-premium Staff development programmes: ECT, SCITT and NPQ's including mentoring and tutoring staff. All teaching staff have access to high quality technology	1, 2
On track attainment (internal monitoring) for PP pupils Reading, Writing and Maths	All PP pupils are a focus in termly pupil progress meetings. EEF Guide to Pupil Premium: Targeted academic support https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy DfE: Using pupil premium: guidance for school leaders.	1,2, 3
Early speech and language and adult time to address the requirement of early intervention Funding used for ongoing training and resources: - <ul style="list-style-type: none"> • EYFS leadership time to lead the NRR programme in school. • EYFS leadership time to attend EYCC training in prime areas. 	Targeted academic support can boost language development – EEF https://educationendowmentfoundation.org.uk/using-pupil-premium NRR programme with LEAD and support with a EYFS specialist. EYCC online training in Communication and Language	1,2, 3, 7
EYFS and English weekly leadership time to embed vocabulary programmes, including oracy in the curriculum. English leadership release time to embed key strategies in school, phonics to fluency strategies and to access English Hub resources and CPD. English leadership time to embed strategies in handwriting, spelling and grammar.	NRR programme with LEAD Embed LEAD reading fluency programme English OFSTED report (March 2024) Ofsted "Telling the Story" guidance (March 2024) EEF: Professional development to support implementation and approaches.	1, 2 7
Daily phonics leadership time to monitor the implementation of the Read, Write, Inc External and Internal moderation of PP children's attainment in Reading	School / local and national data EEF research: High Quality Teaching https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy EYFS statutory Framework September 2025 School data gap	1,2,3, 7

Read Write Inc consultancy support and resources to ensure best practice.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.	
Maths leadership release time to focus on school priorities DHT release time to work closely with the Maths and English leads.	EEF research https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy School / local and national data	1, 2
SENDCO and Pupil Premium lead to meet twice a year to discuss the attainment and progress, including meeting needs for disadvantaged pupils with SEND	NAHT: 'Pupil Premium 2025/26 Making a Difference' online course– 16.9.25	1,2,3, 8
Attendance officer to meet with PP lead once a term to discuss pupil outcomes.	NAHT: 'Pupil Premium 2025/26 Making a Difference' online course– 16.9.25	1,2,3,8, 9
External moderation of PP children's attainment in writing and mathematics	EEF research School data gap Moderation with other schools. EYFS moderation cluster meetings for Writing	1, 2, 3
Pastoral leadership time to deliver training for staff and support parents/ carers to improve social and emotional outcomes for pupils.	EEF research https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development National research to evidence that pupils who are independent, resilient and emotionally ready for learning achieve well.	1,2,3,8

Budgeted cost: £41,996.00

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

Activity SDP Priority 1 and 2	Evidence that supports this approach	Challenges addressed
<p>Daily Phonics interventions</p> <p>RWI online resources to support home learning</p> <p>Additional phonics sessions targeted for disadvantaged pupils</p>	<p>EEF research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics assessments and previous outcomes</p> <p>Read, Write Inc scheme</p>	1,2,3
<p>EYFS interventions, including the WELLCOMM programme, ECAT and ELKAN strategies to improve listening, speech and language skills for disadvantaged pupils who show a low on – entry baselines.</p> <p>Class programme and vocabulary interventions</p> <p>Word Aware programme in EYFS.</p>	<p>‘The Best Start in Life’ Gov.uk research and documentation: https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years</p> <p>Oral Language Interventions research: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>LEAD EQUATE: School supported through the NRR programme.</p> <p>School data</p>	1,2,3, 4, 8
<p>EYFS interventions, including Dough-disco tracing, carousel of activities to improve fine motor skills for all pupils, including pupil premium.</p>	<p>School data: Reception baseline – Oct 2025: 10% pupils on track</p> <p>EEF research: https://educationendowmentfoundation.org.uk/early-years/evidence-store/physical-development?approach=teaching-the-skills-needed-for-mark-making-and-letter-formation</p> <p>EYCC training: Physical Development.</p>	1,2
<p>School-led interventions in Reading, Writing and Maths for all pupils, including pupil premium.</p> <ul style="list-style-type: none"> LKS 2 Times table and Maths ‘closing the gap’ (4 operations) interventions: LKS2 reading (fluency and comprehension) interventions UKS 2 Intervention: Colourful semantics Year 5: spelling intervention – Morph Mastery Spelling Programme UKS2 reading interventions Year 6 writing conferences / closing the gap 1-1 and small group interventions <p>Year 6 – number exploration/ Maths intervention</p>	<p>EEF: Menu of Approaches: https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf</p>	1,2,3,4

<ul style="list-style-type: none"> • Times Table afterschool club for LKS2 • Year 2: Identified pupils to attend Maths and Writing clubs in Spring term 2026. 		
All pupil premium pupils read to adults twice a week and are included in the reading incentive scheme	<p>EEF research https://educationendowmentfoundation.org.uk/news/biggest-challenges-to-disadvantaged-pupils-attainment</p> <p>EEF research: https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>School data gap</p>	1,2,3,4
Small groups of UKS 2 pupils, including disadvantaged to attend Maths and English tuition before and after school.	<p>Small group tutoring: identified pupils using internal school data and targeted at specific need.</p> <p>Extended school time: EEF research: Targeted academic support Menu of Approaches: https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf</p>	2,3,4
Sensory circuits for pupil premium / SEND pupils who require a targeted individual and small group provision prior to access their learning.	<p>EEF research: Physical intervention and pupil wellbeing and outcomes</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/special-educational-needs-in-mainstream-schools/eef_special_educational_needs_in_mainstream_schools_recommendations_poster.pdf</p>	1,2,3
Pastoral lead to deliver interventions for identified PP pupils to improve SEMH outcomes for pupils (ex: Fun Friendship groups/ Casey counselling)	<p>EEF research: https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</p>	2,3, 7, 8
EYFS pupil interventions for all pupils, including Pupil Premium to develop areas in PSED ie: managing self, interactions/ relationships, confidence and resilience.	<p>EEF research: https://educationendowmentfoundation.org.uk/early-years/psed-for-smooth-transitions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>EYCC training – PSED.</p>	1,2,3,7,8

Budgeted cost: £59,381.00

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

Budgeted cost: £83,600 + £1,931.16

Activity	Evidence that supports this approach	Challenges addressed
<p>Staff training on managing pupil behaviour and SEMH.</p> <p>Daily pupil check-ins for all pupils</p> <p>Referrals to the Pastoral lead for individual / small group work required to improve pupil behaviour and SEMH needs.</p> <p>Pupils to attend daily Lunch time Lounge to support social and emotional needs</p> <p>Pupils to attend Listening, Linking and Learning for behaviour restorative practice.</p>	<p>EEF research and the impact from COVID-19</p> <p>Wider strategies: https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>EEF: Supporting pupil's social, emotional and behavioural needs.</p>	1,2,3,7
<p>All safeguarding concerns are acted on promptly and families receive appropriate support, including multi agencies.</p>	<p>Early intervention to support families.</p>	6
<p>School visits and the UKS 2 residential subsidised for all Pupil Premium pupils.</p> <p>Access to extra- curricular activities and music lessons subsidised for Pupil Premium pupils.</p> <p>EYFS pupil premium pupils receive free milk daily</p> <p>Provide additional support ie: school uniform, access to Breakfast club and referrals to food banks, school meal provision.</p>	<p>EEF research: ' Menu of Approaches: Wider Strategies https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</p> <p>EEF: Extracurricular activities</p> <p>EEF: Breakfast clubs and meal provision</p>	7
<p>Attendance officer to:</p> <ul style="list-style-type: none"> ○ support families, home visits, telephone calls, ○ monitor punctuality and persistent absentees ○ hold termly panel meetings with parents and attendance governor <p>Purchase alarm clocks for families</p> <p>Attendance incentives</p>	<p>School monitoring indicates pupil attendance and engagement in wider strategies impacts on pupil performance and success in school</p> <p>EEF research: Supporting attendance</p> <p>NAHT: ' Pupil Premium 2025/26 Making a Difference' online course– 16.9.25</p>	5,9

Regular meetings with parents and families		
<p>Parent workshops for managing pupils' SEMH needs at home.</p> <p>Develop positive links with Lincoln Children's Centres and community hubs.</p> <p>Support for pupils to complete weekly homework in school</p>	<p>NAHT national research</p> <p>EEF research; https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy </p>	1,2,8
<p>Parent meetings, including Year Ahead meetings to share information about the curriculum, pupil opportunities in school and extra-curricular activities.</p> <p>Non- contact time for designated teacher to monitor PLAC passports and learning outcomes of all disadvantaged pupils.</p> <p>Designated teacher to meet with PLAC parents/ carers</p>	<p>EEF research: Communicating and supporting parents.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,8

Total budgeted cost: £83,600 + £1,931.16 + £41,996.00 + £59,381.00