# Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 64 |
| Proportion (%) of pupil premium eligible pupils | 98% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2026-2029 |
| Date this statement was published | February 2026 |
| Date on which it will be reviewed | February 2027 |
| Statement authorised by | Sara Gummerson |
| Pupil premium lead | Kirsty Liggett |
| Governor / Trustee lead | Chair of Governors |

### Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £47,344 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £ 0 (No carry forward) |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £47,344 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Bishopton PRU, the  of our pupils are disadvantaged and have experienced permanent exclusion, disrupted education and adverse childhood experiences. Many arrive with significant gaps in literacy and numeracy, low attendance histories and social, emotional and mental health needs that affect their readiness to learn.

Our pupil premium strategy is designed to remove barriers to learning by:

• Securing re-engagement through improved attendance and positive behaviour
• Delivering high-quality teaching and a broad, aspirational curriculum
• Providing targeted literacy and numeracy intervention based on precise assessment
• Strengthening emotional regulation and therapeutic support to improve access to learning
• Ensuring strong post-16 pathways to prevent NEET outcomes

We use evidence-informed approaches, including the EEF guidance reports on Improving Behaviour, Literacy in Secondary Schools, and the Effective Use of Pupil Premium. Funding is strategically allocated across high-quality teaching, targeted academic support and wider strategies to ensure sustainable impact.

Progress is reviewed termly through formal data capture, weekly attendance analysis, half-termly behaviour review (CPOMS/TRACK), reading age assessments and destination tracking. Governors receive termly impact reports to ensure accountability and strategic oversight.

Our curriculum sequencing prioritises literacy, personal development and employability skills to address barriers linked to disadvantage

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Persistent absence and disengagement from education** |
| 2 | **Significant gaps in literacy, numeracy and curriculum knowledge** |
| 3 | **Social, emotional and mental health (SEMH) needs impacting behaviour for learning** |
| 4 | **Risk of NEET post-16** |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| **Attendance**<br>**Intended Outcome:**<br>Improved attendance and re-engagement in education. | Overall PP attendance improves across the academic year.<br><br>Persistent absence among PP pupils reduces.<br><br>Attendance gap between PP and non-PP narrows. |
| **SEMH & Behaviour**<br>**Intended Outcome:**<br>Improved emotional regulation and behaviour for learning. | Reduction in recorded behaviour incidents (CPOMS/TRACK).<br>Improved behaviour points for PP pupils.<br>Reduction in suspensions. |
| **Literacy & Academic Gaps**<br>**Intended Outcome:**<br>Disadvantaged pupils make expected or better academic progress from their starting points. | 80% of PP pupils make expected progress from their individual starting points.<br>At least 80% improve reading age by 6+ months across the academic year. |
| **Post-16 Destinations**<br>**Intended Outcome:**<br>All PP pupils in Year 11 secure a positive destination. | • 100% of Y11 PP pupils have confirmed education, employment or training placement before leaving.<br>• No PP pupils recorded as NEET in September 2025. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Further development of the Careers, Information and Guidance programme across KS3 and KS4 | Y11 pupil premium learners have a Post 16 destination in readiness for September 2025<br>Strengthening careers education and guidance ensures pupils understand pathways and are motivated to engage with learning, reducing NEET risk. The careers programme is aligned with the Gatsby Benchmarks to ensure high-quality, structured careers provision.<br>Evidence from the Education Endowment Foundation (EEF) shows that high-quality teaching has the greatest impact on disadvantaged pupils.<br><br>Access to work experience in KS4 | 4 |

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

Budgeted cost: £25,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Pupil Premium learners have access to high quality intervention sessions which will ensure learners who are not making expected progress have access to tailored support. | At each Data Capture any gaps identified to narrow. Intervention to be addressed around learning needs through EP.<br>All pupil premium pupils to engage with independent learning opportunities, including Century Learning.<br>Diagnostic assessment is used at entry to identify literacy and numeracy gaps. Interventions are reviewed at each data capture cycle and adapted accordingly. Evidence from EEF suggests structured literacy interventions can add up to +5 months progress when delivered consistently. | 2 |
| Implement structured reading intervention to | 80% of all pupil premium pupils make good progress in reading with no pupils making less than required improvement | 3 |

| | | |
|---|---|---|
| ensure measurable improvement in reading age and fluency for disadvantaged pupils. | Pupils reading age measured at the start and regular intervals throughout the year. | |

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

Budgeted cost: £15,944

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To improve attendance of pupils attracting pupil premium. | Improved attendance recorded for these learners.<br>Robust and supportive attendance intervention plans to be in place for these learners.<br>PP attendance to improve by **at least 8 percentage points across the academic year**, with persistent absence reduced by 15%.<br>Research shows that improving attendance has a direct correlation with improved attainment and long-term life chances. Individualised attendance plans, parental engagement and consistent follow-up are prioritised. | 1 |
| Improve the mental health and well-being of pupils in school through a therapeutic offer. | Pupils mental health is declining at a national level. We are determined to support our community to ensure that Bishopton pupils are equipped to develop their skills needed to monitor and improve their own mental health. We believe that good emotional health will support academic performance and prepare pupils for life in modern Britain.<br>EEF guidance on Improving Behaviour in Schools highlights the importance of targeted social and emotional learning approaches to support disadvantaged pupils. Our therapeutic offer supports emotional regulation, enabling pupils to access academic learning more consistently. | 2 |

## Total budgeted cost: £47,944

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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|---|
| During the previous academic year, pupil premium funding supported the introduction of a revised behaviour strategy which resulted in improved classroom stability and increased time spent learning.<br><br>Targeted mental health and therapeutic interventions supported pupils with high levels of SEMH need, contributing to improved emotional regulation and reduced exclusions.<br><br>Attendance remained a key challenge; however, individual attendance plans and parental engagement resulted in improved attendance for identified pupils.<br><br>Reading assessments showed improvement for the majority of pupils who accessed structured literacy intervention.<br><br>Continued focus is required on persistent absence and ensuring consistently strong academic progress across all subjects. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|---|---|
| Educational Psychology | Local authority |
| Careers guidance | |

## Service pupil premium funding (optional)

| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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|---|
| Our strategy is reviewed termly by the Senior Leadership Team and Governors. Data on attendance, behaviour, reading age and academic progress is analysed to ensure funding is having the intended impact. Adjustments are made where interventions are not demonstrating sufficient impact.<br><br>Bishopton recognises that in a PRU context, disadvantaged pupils represent the majority of the cohort; therefore, pupil premium is used strategically to strengthen whole-school provision while ensuring targeted support remains precise and measurable. |