

# Pupil premium strategy statement – Bishop Wordsworth’s School 2025

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	1194
Proportion (%) of pupil premium eligible pupils	3.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-26 to 2027-28
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026 (and annually thereafter)
Statement authorised by	Mike Thorne (Head Master)
Pupil premium lead	Tracy Collingridge (Assistant Head of Lower School; Outreach, Social Mobility and Pupil Premium Champion)
Governor / Trustee lead	Dr Chris Lewis, SEN & PP link governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ N/A

## Part A: Pupil premium strategy plan

### Statement of intent

We aim to provide an ambitious, innovative and stimulating curriculum for all our students across the full age range. In doing so we are working towards our ethos statement: for this we stand, to live in love, to grow together and to search for truth.

The BWS curriculum is tailored to our cohort and is academically rigorous throughout. Because of our students' aspirations (both in further education and careers), we have a broad curriculum of 14 subjects in KS3, and this is then narrowed to a 10 GCSE offer. The Options process focuses on the delivery of facilitating subjects – those which are part of the academic mainstream and help prepare students for the future while preserving a vital element of choice.

Our curriculum is complemented and supported by an impressive extra- and super-curricular programme. This enhances experiences for the students, helps develop their soft skills and builds their potential for leadership. This is delivered across weekends, afterschool and in holidays and prepares them to contribute to society in the future.

Our intention, as stated in the OfSTED report on the School in 2022, is to ensure that students from disadvantaged backgrounds have the same quality of education, and the same opportunities for engagement in both the curricular and extra-curricular programme. We pay particular attention to the achievement of PP and other vulnerable group learners. In 2024-25 the internally calculated P8 figure (external not available due to covid KS2) was 0.57 for the cohort overall, 0.53 for all PP learners and 0.60 for service children. We are mindful that these outcomes are very positive but there is a variability in the PP figure which we are aiming to eliminate.

The strategies employed as part of our Pupil Premium Strategy, will not only benefit vulnerable students, but are strategies that will benefit all. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Pastoral Care:</b> Students' more complex and demanding emotional and learning needs which may be caused by their disadvantaged backgrounds. High proportion of ELSA time is spent with PP students.
2	<b>Resourcing:</b> Students' difficulty in accessing appropriate learning resources, learning environment, and support when not in School. This is particularly acute in recent surveys of home learning resources.
3	<b>Engagement in Enrichment:</b> Potential social isolation and loss of confidence due to inability to access full extra-curricular and enrichment programme 35% of PP students (in summer term 2025) had spent a night away with school since September 2024, this compares with 38% of students not in receipt of FSM. 78% of students in receipt of FSM attended at least one club in school, 83% attending clubs or activities outside of school. Of children not in receipt of FSM, 79% attended a club at school and 85% have activities outside of school.
5	<b>Academic Excellence:</b> Attainment8 and average point scores of students in receipt of PP were lower than those of the remainder of their cohort (6.4 APS v 7.0 whole cohort). Achievement compared to target grade was -1.1 compared with -0.66 for the whole cohort. The % of students achieving English and Mathematics at grade 5 or above was 85.7%, compared with 96% across the cohort.
6	<b>Attendance:</b> Reduced attendance at school. Overall attendance for the school was at 95.3% in the 2024-2025 academic year. For FSM Ever 6 students, this fell to 92.4%

## 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
<b>Pastoral Care:</b> To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Engagement with counselling and ELSA input for PP students of concern.</p> <p>Use of student surveys and CPOMS data to provide evidence of close pastoral engagement and high level of intervention from staff.</p> <p>Continuation of rich provision for emotional and mental health support via SEND department.</p>
<b>Resourcing:</b> All students, regardless of their background, have the correct learning resources to support their achievement and access to an appropriate environment for learning	<p>Disadvantaged students are provided with the resources they need to enjoy a full education including use of bursary and discretionary funds.</p> <p>Interviews with students enable identification of any barriers and these are addressed., including by providing access to homework club or additional resources, if identified as a need.</p> <p>Attitude to Work scores, including organisation and deadline scores relating to completion of home learning, are comparable with those of their classmates.</p>
<b>Engagement in Enrichment:</b> To ensure that all students, regardless of background, can access the full extra-curricular and enrichment programme	All disadvantaged students are provided with the resources they need to enjoy a full education, including, for example, free or subsidised

	school day and residential trips. Improvement in student survey scores should be evident to reflect success in this area.
<b>Academic Excellence:</b> To ensure that all students, including those who face barriers to learning, have the skills and confidence required to prepare appropriately for GCSE Examinations, including being able to access targeted academic support for individuals who are at risk of underachieving.	% of PP students achieving English and maths at 5+, average exam points and Progress 8 is in line with cohort averages.
<b>Attendance:</b> All students, regardless of background achieve at least 95% attendance	Half-termly and termly reporting to LT on vulnerable group attendance data.
<b>Aspiration:</b> To ensure that students can access independent advice and guidance to support their future education and career plans and are successful in accessing their first choice of sixth form education.	<p>All students in Key Stage 4 offered individual progress interviews with an academic mentor, with follow up and intervention as necessary.</p> <p>All Key Stage 4 students access individual interview with the BWS Careers Consultant, in addition to the full CIAG Programme.</p> <p>Admission to SF based on academic ability showing no significant differences regardless of background.</p>

## 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: £ 24,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>The role of teachers:</b></p> <ul style="list-style-type: none"><li>• discuss students who face challenges to learning in department and faculty meetings</li><li>• take part in periodic, by exception, reporting across pastoral sections to identify students who have a pattern of underperformance</li><li>• clearly identify PP and SEND students in teaching records and thus meet the individual needs of students in lessons and also for work at home</li><li>• Attend Pupil Progress Workshops focused on overcoming barriers for learning (6 x 1 hour afterschool)</li><li>• Embed the use of quality first teaching and ordinarily available provision for lessons to improve outcomes for all learners as well as PP</li><li>• Use of MS Teams to provide additional resources where required</li><li>• report on students' progress, taking into account IEP progress and special access etc</li><li>• support students in disciplinary literacy and vocabulary</li><li>• provide quality feedback to improve the outcomes for all students</li><li>• set appropriate homework and monitor completion</li><li>• highlight any students of concern to PP Champion</li></ul>	EEF* Teaching and Learning Toolkit Improving Literacy in Secondary Schools	1,2,5

• attend Learning and Teaching meetings and share good practice (6 x 1 hour)		
--	--	--

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

Budgeted cost: £ 41,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>The role of the SENCO/Inclusion Lead</b> <ul style="list-style-type: none"> <li>• write IEPs, where necessary, for students who are disadvantaged</li> <li>• review and adapt, where necessary, IEPs throughout the year in collaboration with teaching staff</li> <li>• review the academic progress of students, as well as their involvement in extra-curricular activities, during regular meetings with the Deputy Head following reporting sessions.</li> </ul>	EEF* Teaching and Learning Toolkit	1,2,5,6
<b>The role of the Careers Lead</b> <ul style="list-style-type: none"> <li>• arrange individual interviews for all Year 9-11 students who are disadvantaged as part of the overall programme of CIAG.</li> <li>• Work with the Head of Sixth Form to ensure that disadvantaged post-16 students have the necessary support</li> </ul>	EEF* Teaching and Learning Toolkit	2,3,5
<b>The role of Heads of Department and Heads of Faculty:</b> <ul style="list-style-type: none"> <li>• chair department meetings including a standing item on students who are disadvantaged and/or underperforming</li> <li>• track the progress of students who are disadvantaged and/or underperforming</li> <li>• lead on academic intervention where necessary</li> <li>• annually review the exam performance of students who are disadvantaged</li> </ul>	EEF* Teaching and Learning Toolkit	2,5



<ul style="list-style-type: none"> <li>• monitor the teaching strategies used within the department to support disadvantaged learners and provide support where necessary</li> <li>• provide departmental resources to support learning if needs identified</li> </ul>		
<b>The role of Heads of School and Heads of Year</b> <ul style="list-style-type: none"> <li>• meet with Headmaster, Assistant Head (Safeguarding) and Assistant Head (Student Development) to consider students who are facing barriers to learning</li> <li>• provide pastoral support, where necessary, for students who are disadvantaged</li> <li>• recommend financial support, where necessary, for students who are disadvantaged</li> <li>• communicate with home, where necessary, for students who are disadvantaged, building strong home/school links, encouraging good attendance and supporting behaviour</li> <li>• direct tutors to meet with identified students to provide support and guidance</li> <li>• use pastoral assistants in delivery of homework club and forces club</li> <li>• work with attendance officer to identify students at risk of falling below 95% attendance, maintain communication with home to encourage attendance and seek support from ELSA if needs are of a social and emotional nature</li> </ul>	EEF Working with Parents to Support Children's Learning  Collaborative learning approaches meta-analyses <a href="#">here</a>	1,2,3,6
<b>The role of Pupil Premium Champion</b> <ul style="list-style-type: none"> <li>• meet with Assistant Head (Student Development) to consider whether students who are disadvantaged are receiving sufficient support to overcome barriers</li> <li>• work with Assistant Head (Student Development) to provide Learning and Teaching support</li> <li>• meet with children in receipt of FSM in the autumn term to identify any barriers and signpost any support available, conveying any subject specific support needs to teaching staff</li> <li>• monitor student surveys to determine if disadvantaged students are accessing extra curricula activities and support</li> </ul>	Case study work including DfE literature found <a href="#">here</a>  EEF Parental Engagement <a href="#">here</a>	1,2,3,4,5,6

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

Budgeted cost: £ 16,406

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>The role of the Senior Leadership Team (notably Assistant Head Student Development)</b> <ul style="list-style-type: none"> <li>review, at least annually, policies related to the Pupil Premium including the statutory Pupil Premium Strategy</li> <li>specifically focus on students who are disadvantaged when undertaking lesson observations and learning walks</li> <li>focus on PP during quality assurance procedures including snaps and departmental review</li> <li>track overall academic performance after each reporting session</li> <li>evaluate the success of the Pupil Premium Strategy at Pastoral Team meetings</li> <li>evaluate the academic achievements of students who are disadvantaged, as part of the annual review process</li> <li>coordinate and deliver Student Progress Meetings (1 x 6 hours) focused on narrowing achievement gaps</li> </ul>	EEF* Teaching and Learning Toolkit	1,2,3,4,5,6
<b>The role of Governors</b> <ul style="list-style-type: none"> <li>hold School leaders to account for the use of additional funding to support students who are disadvantaged</li> <li>appoint Link Governor for Pupil Premium</li> <li>to review, at least annually, policies related to Pupil Premium including the statutory Pupil Premium Strategy</li> </ul>	EEF* Teaching and Learning Toolkit	1,2,3,4,5,6

**Total budgeted cost: £ 82,030**

## Part B: Review of the previous academic year

### Pupil premium strategy outcomes

**Total received £76,075**

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

Administrative Support	Support staff salary costs £3,590	Improvements to performance tracking in Lower School (Key Stage 3)
Pastoral Support	Portion of salary costs of a Pastoral Support Officer and Homework Club Supervisor £32,010	Early intervention for students experiencing difficulties and specific support with homework and learning strategies
Additional support and Intervention	Reprographic costs to support learning £250	Ensuring pupils have relevant materials and notes to support their learning
Training Courses	<ul style="list-style-type: none"><li>• ADHD Building Awareness and Strategies</li><li>• Stretch and challenge</li><li>• Tackling Racism and Extremism</li><li>• Tackling Misogyny in Schools: How to Improve Safeguarding, Culture, Behaviour, Equality and Wellbeing</li><li>• Wiltshire Safeguarding Board ESA Training</li></ul>	Training courses in response to identified needs. Improved insights and knowledge of staff about likely vulnerabilities and potential emotional support needs of students; skills to respond

	<ul style="list-style-type: none"> <li>• Papyrus - ASSIST Suicide Prevention Training</li> <li>• ADHD Building Awareness And Strategies To Support</li> <li>• Maths Difficulties And Dyscalculia</li> <li>• Taking the Lead on Behaviour: A Comprehensive Guide</li> <li>• Making Sense of Autism</li> <li>• Good autism practice (2 sessions)</li> <li>• Working with Boys to Tackle Misogyny in Schools</li> <li>• Boys Don't Cry: Improving Boys' Mental Health and Wellbeing in Schools (Session 1)</li> <li>• Boys do cry - improving boys' mental health and wellbeing in schools (Session 2)</li> <li>• Be Brilliant at Managing Behaviour</li> <li>• Misogyny and Sexism in Schools (Session 1)</li> <li>• Misogyny and Sexism in Schools (Session 2)</li> <li>• Working with boys to tackle misogyny in schools</li> <li>• Addressing Child-on-Child Abuse, Sexual Violence, and Harassment</li> <li>• High impact teaching assistant (Session 1)</li> <li>• Supporting Students with Dyslexia</li> <li>• Addressing Child-on-Child Abuse, Sexual Violence, and Harassment</li> </ul>	
--	--	--

	<ul style="list-style-type: none"> <li>• Be Brilliant at Managing Behaviour: Successful Strategies for every teacher</li> <li>• High impact teaching assistant (Session 2)</li> <li>• Boys Do Cry - Improving Boys Mental Health</li> <li>• Adolescence Unfiltered: Tackling the Impact of Social Media on Young Minds</li> <li>Supporting Students with their Mental Health</li> </ul> <p>£4350</p>	
Learning Support	<p>Portion of salary costs of SENCO and Learning Support Assistant</p> <p>£27,921</p>	Provision of learning support for pupils in response to direction from the relevant Head of School. Provision of learning support to those struggling.
Child Protection	<p>Portion of CPOMS Licensing Fee</p> <p>£677</p>	Provision of an online child protection management system to ensure improved coherence
Chaplaincy and counselling	<p>Portion of salary costs for pastoral specialists</p> <p>£7,365</p>	Friendship, listening and advice. More detailed knowledge of individual pupils so that they can be monitored more closely
Home contact	<p>Portion of salary costs of learning support/pastoral officers</p> <p>£12,965</p>	Additional personal support where needed

Inclusion and participation action	Funding for students who cannot pay full amount for curriculum trips, uniform, equipment, transport to/from school etc.  £650	Pupils who qualify for FSM/PP enjoy access to out of school field trips and other school activities, to ensure their full inclusion in school life. Provision of spare clothes and toiletries
ICT support	Upgrade of laptops and netbooks  £3,000	Address any disadvantage regarding access to computers and the internet. Provision of remote learning.
Senior tutor	Portion of salary costs  £7,857	Available for pastoral support to children of service personnel among others
PHSE talks	Portion of speaker expenses  £200	Frequent handling of issues faced by children of service personnel among others
Ad hoc direct support	Washing facilities and spare clothes and toiletries  £150	Disadvantaged pupils do not feel awkward or stand out

**Total expenditure: £ 100,985**