



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	1123
Proportion (%) of pupil premium eligible pupils	25.82% (290)
Academic year/years that our current pupil premium strategy plan covers	2025/26 – 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	June 2025
Statement authorised by	Kerry Tonkin, Headteacher
Pupil premium lead	Bob Ayres, Assistant Headteacher
Trustee lead	Rachel Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£258,000

Part A: Pupil premium strategy plan

Statement of intent

At Bishop Fox's, we are dedicated to ensuring that every student—regardless of background or financial circumstance—has the opportunity to thrive both academically and personally. Our Pupil Premium Strategy is designed to close the attainment gap between disadvantaged students and their peers, while fostering ambition, resilience, and responsibility for life beyond school.

Our approach focuses on four key priorities:

- **Accelerate academic progress** for disadvantaged students, particularly in English and mathematics.
- **Support smooth transitions** into Key Stage 3, Key Stage 4 and post-16 pathways, including further education, apprenticeships, and employment.
- **Promote inclusion and engagement** by removing barriers to learning and participation in school life.
- **Enhance wellbeing and personal development** to build confident, independent learners.

This strategy is informed by research from the Education Endowment Foundation (EEF) and national best practice. We adopt a tiered approach that combines high-quality teaching, targeted academic support, and wider strategies. Recognising that disadvantaged students are not a homogenous group, we tailor interventions to meet specific and varied needs. Our focus is on evidence-based actions that have the greatest impact on academic attainment.

We aim to nurture a love of learning, broaden cultural capital, and provide access to a rich, challenging curriculum that empowers students to fulfil their potential.

Progress is monitored through academic data, attendance and behaviour records, attitude-to-learning scores, and student feedback. Regular reviews ensure our strategy remains responsive and effective, with adjustments made based on evidence and outcomes.

Challenges

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

Challenge number	Detail of challenge																				
1	Attendance The attendance of disadvantaged students is lower than the attendance of non-disadvantaged students. Although the attendance overall has increased for both groups last year, the gap remains at approximately 7-8%. <table><tr><th>Academic Year</th><th>PP</th><th>Non-PP</th><th>PP National Average</th><th>Non-PP National Average</th></tr><tr><td>2022-23</td><td>84.5%</td><td>92.4%</td><td>85.3%</td><td>92.6%</td></tr><tr><td>2023-24</td><td>84.2%</td><td>93%</td><td>85.4%</td><td>92.8%</td></tr><tr><td>2024-25</td><td>86.9%</td><td>94.1%</td><td>86.2%</td><td>93.3%</td></tr></table>	Academic Year	PP	Non-PP	PP National Average	Non-PP National Average	2022-23	84.5%	92.4%	85.3%	92.6%	2023-24	84.2%	93%	85.4%	92.8%	2024-25	86.9%	94.1%	86.2%	93.3%
Academic Year	PP	Non-PP	PP National Average	Non-PP National Average																	
2022-23	84.5%	92.4%	85.3%	92.6%																	
2023-24	84.2%	93%	85.4%	92.8%																	
2024-25	86.9%	94.1%	86.2%	93.3%																	
2	Progress data for KS4 shows PP students have made significantly less progress due mainly to the low progress of students who are PP and SEND coupled with a small number of hard-to-reach students who had attendance of below 90%. <table><tr><th></th><th>P8 2023</th><th>P8 2024</th><th>P8 2025</th></tr><tr><td>All</td><td>0.29</td><td>0.21</td><td>0.02</td></tr><tr><td>Non-PP</td><td>0.41</td><td>0.44</td><td>0.29</td></tr><tr><td>PP</td><td>-0.14</td><td>-0.77</td><td>-1.04</td></tr><tr><td>PP non-SEND</td><td>-0.12</td><td>-0.35</td><td>-0.36</td></tr></table>		P8 2023	P8 2024	P8 2025	All	0.29	0.21	0.02	Non-PP	0.41	0.44	0.29	PP	-0.14	-0.77	-1.04	PP non-SEND	-0.12	-0.35	-0.36
	P8 2023	P8 2024	P8 2025																		
All	0.29	0.21	0.02																		
Non-PP	0.41	0.44	0.29																		
PP	-0.14	-0.77	-1.04																		
PP non-SEND	-0.12	-0.35	-0.36																		
3	PP students have reading test scores which are below that of non-PP students. This could prevent them from making good progress in many subjects. Data taken from KS2 SATS: <table><tr><th>2025/26</th><th>Year 7</th><th>Year 8</th></tr><tr><td>Average cohort reading age</td><td>104.2</td><td>103.9</td></tr><tr><td>Average PP reading age</td><td>100.5</td><td>99.6</td></tr></table>	2025/26	Year 7	Year 8	Average cohort reading age	104.2	103.9	Average PP reading age	100.5	99.6											
2025/26	Year 7	Year 8																			
Average cohort reading age	104.2	103.9																			
Average PP reading age	100.5	99.6																			
4	Suspensions due to behavioural incidents are higher for PP students resulting in increased difficulty for these students to make the same progress as non-PP students.																				

		2023-24			2024-25		
		Number of suspensions	Number of students	Suspension rate	Number of suspensions	Number of students	Suspension rate
	All	252	66	23%	291	75	26%
	PP	158	32	64%	157	39	57%

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
To achieve and sustain improved attendance for all students, particularly our PP students.	Attendance of PP students increases and remains above that of the national average for PP students. PA attendance also reduces and remains above that of the national average for PP students.
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in English and Maths.	KS4 performance measures in 2025/26 demonstrate that PP students achieve an average P8 score of above the national average.
Improved reading comprehension among PP students across KS3.	Reading comprehension tests demonstrate an improvement in comprehension skills among PP students and a smaller disparity between the scores of PP students and non-PP students.
Reduction in behaviour incidences and suspensions for PP students	Reduction in number of suspensions over the 2025/26 academic year because of improved behaviour of PP students. Further evidenced by a reduction in the proportion of behaviour incidents given to PP students compared to that of non-PP students.

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: £ 13,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a broad and inclusive curriculum with ambitious end points and clearly identified component knowledge to enable all students to progress. INSET, CPD and meeting time utilised to regularly adapt and improve curriculum design. (LDA)	Carefully planned schemes of work will, result in all students being able to access the curriculum and therefore make progression through careful sequencing towards ambitious end points. Resulting in all students making rapid and sustained progress.	2
Strengthen the quality of implementation of the curriculum through professional growth as the main mechanism for teacher CPD which encourages self-reflection and peer coaching. (RWA)	Sims et. Al (2021) , EEF identifies that practical social support between colleagues has a positive effect on teacher improvement and can lead to improved student outcomes	2
Further develop quality first teaching by aligning the professional growth process to adaptive teaching strategies which support the needs of all students, including those identified as PP and SEND. (RWA)	As identified in EEF 'Teacher feedback to improve pupil learning' (2021) guidance report and EEF 'Five-a-day' (2022) the concept of quality first teaching benefits all, especially those in sub-groups such as PP and SEND. Adaptive teaching forms the basis of 'great teaching'.	2
Increased contact time at Key stage with specialist Maths teachers will enable teachers	DfE briefing 'Supporting the attainment gap of disadvantaged pupils' (2015) suggests that "successful	2

to identify and intervene gaps in knowledge transferred from KS2. (LDA)	schools deploy the best staff to support their most disadvantaged pupils”	
Increased contact time at Key stage with specialist English teachers will enable teachers to identify and intervene gaps in knowledge transferred from KS2. (LDA)	DfE briefing ‘Supporting the attainment gap of disadvantaged pupils’ (2015) suggests that “successful schools deploy the best staff to support their most disadvantaged pupils”	2, 3

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

Budgeted cost: £ 116,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide bespoke one-to-one support across the curriculum via the Raising Achievement Co-ordinator who will work in lessons as well as providing structured intervention outside of class to promote progress for identified PP students. (RWA)	Target intensive individual support for students can have up to +5 months progress (EEF Teaching and Learning Toolkit)	2, 2
The literacy strategy lead will continue to develop the literacy strategy to ensure tiered reading interventions, tutor group reading and staff CPD around disciplinary literacy positively impact the provision for all students, particularly those eligible for PP funding. (NWB)	EEF’s guidance report on ‘Improving literacy in Secondary Schools’ (2022) clearly identifies specific recommendations which impact positively on student outcomes. For example, disciplinary literacy, high quality literacy interventions and reading complex academic texts are embedded into our literacy strategy and monitored closely.	2, 3
Literacy interventions will provide an increased focus on core literacy skills for students who most need this support. This group includes a large proportion of PP students as KS2 scores	Baye, A. et al. (2018) ‘A Synthesis of Quantitative Research on Reading Programs for Secondary Students’ identified that high quality, target interventions will help students in the most need to make good progress.	2, 3

for PP students are below that of non-PP students. (NWB)		
School led tutors (English and Maths specialists) will provide interventions for identified students to improve their reading and numeracy fluency. Interventions will be via small-group work or one-to-one depending on the needs of the students identified. (NWB)	As identified above, targeted intensive individual support can have up to +5 months progress (EEF Teaching and Learning Toolkit). Small group tuition has also demonstrated a positive impact on progress of up to +4 months.	2, 3
Utilise The Brilliant Club to teach advanced curricular topics and improve independent study skills and resilience for targeted students from disadvantaged backgrounds. (RWA)	Research by The Brilliant Club, using UCAS data , shows that Pupil Premium students completing their Scholars Programme are significantly more likely to apply to, get offers from, and progress to highly selective universities, even outperforming similar students without university history. (2016)	2, 3
Promote and monitor engagement of PP students in Extended Study Project – an internal programme designed to build independent study skills, resilience and advanced knowledge in specific areas. (RWA)	DfE 'School cultures and practices: supporting the attainment of disadvantaged pupils' report (2018) demonstrates that high performing schools prioritise extra-curricular engagement amongst all students, especially those who are disadvantaged.	2, 3
Provide regular support with homework for students who are PP/SEND through a structured after school homework club offer. (AMT)	The EEF Teaching and Learning toolkit identifies successful homework tasks as having up to +5 months impact upon progress.	2, 3
Provide targeted students (including PP) with support and guidance around the transition from Key Stage 3 to Key Stage 4. (LDA)	The EEF 'School transitions tool' (2021) reinforces the importance of supporting students through the challenges of transitions.	All
Ensure revision resources such as revision guides and flash cards are available for identified PP students to enable them to develop independent study skills. When coupled with explicit teaching of revision skills	The EEF 'Metacognition and self-regulated learning' guidance report evidences a positive impact of +8 months when students plan, monitor and evaluate their own learning.	2, 3

throughout the curriculum, students will become effective in regulating their own learning. (RWA)		
Ensure students at risk of becoming NEET are identified early and supported appropriately, particularly PP students. (LDA)	DfE 'Identify and support young people at risk of being NEET' (2017) reinforces the importance of early support in reducing the risk	1, 2

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

Budgeted cost: £ 154,749

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead Officers (PLOs) to work proactively with PP students within the year group they are responsible for to provide additional intervention as required. The focus will be on attendance, aspirations, progress and behaviour. (DC)	The 'Inclusion in Practice' report (2025) identified that "Knowing children well, early and often" can help students' success by identifying barriers to learning and supporting appropriately.	All
The engagement officer will focus their work on preventative and early intervention activities, assist in tackling underachievement by working with families, parents, carers and children in school to enable all children to have full access to educational opportunities and help them to overcome barriers to learning. (LPH)	The EEF guidance report 'Working with families to support children's learning' (2018) reinforces the positive impact of parental engagement alongside targeted intervention with students.	1, 4
Further develop the monitoring and intervention provided to each year group to re-engage those with low attendance and further develop a culture of good attendance. (LPH)	DfE 'Working together to improve school attendance' (2024) reinforces the notion that a culture of good attendance is not a discrete piece of work but must be integral to the school's culture	1, 4

Students have access to a confidential and professional counselling service within the school environment to ensure their emotional and mental health needs are supported. (LPH)	DfE 'Counselling in schools: a blueprint for the future' (2016) outlines the various benefits of counselling in schools with students reporting improvements in their capacity to study and learn following counselling.	1, 4
The Welfare Officer is accessible and approachable to students who are struggling with welfare or safeguarding needs, to be a direct line of communication between school and home to best support students at difficult times, with open communication with outside professionals and agencies. (LPH)	As above, the EEF guidance report 'Working with families to support children's learning' (2018) reinforces the positive impact of parental engagement alongside targeted intervention with students.	1, 4
Support the offer of enrichment opportunities for PP students including dance and drama productions, music tuition, sports coaching, D of E opportunities. (LDA)	Arts participation (EEF T&L toolkit) can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets.	1
Targeted support for identified students, including PP students to attend Breakfast Club and ensure they are better prepared to learn. (AMT)	'No Food for Thought' report (British Nutrition Foundation, 2023) demonstrates that eating breakfast regularly has a positive impact on learning behaviours and attainment, particularly in children and young people from low socio-economic families.	1
Greater collaboration during KS2 transition to ensure early identification of students who require support and "hard-to-reach" families to improve curriculum continuity and healthy peer networks. (DC / AMT)	The EEF 'School transitions tool' (2021) reinforces the importance of supporting students through the challenges of transitions.	All
Use of "The Big Step" transition project to support students during KS2-3 transition make healthy peer networks. (RWA)	Rens et al. (2017) identifies that 'positive relationships between the stakeholders in the transition process—schools, children and their parents—can help to improve the challenges presented by the transition'.	All

Contingency fund for acute issues such as uniform and supplementing enrichment costs. (RWA / MW)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £ 285,134

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Outcome																																					
Improved rates of progress at Key stage 3 for PP students.	PP students are making increased levels of progress compared to “other” students following each report. Use of “progress” grade from reports will show this.	PP students scored below their non-PP peers in each report as identified below <table><tr><td></td><td></td><td colspan="3">Average Progress Points</td></tr><tr><td>Academic Year</td><td>Year Group</td><td>Whole Cohort</td><td>PP Students</td><td>Non-PP Students</td></tr><tr><td rowspan="2">Report 1 2025/26</td><td>Year 7</td><td>3.02</td><td>2.92</td><td>3.06</td></tr><tr><td>Year 8</td><td>3.03</td><td>2.88</td><td>3.09</td></tr><tr><td rowspan="2">Report 3 2024/25</td><td>Year 7</td><td>3.18</td><td>2.98</td><td>3.18</td></tr><tr><td>Year 8</td><td>2.99</td><td>2.86</td><td>3.03</td></tr><tr><td rowspan="2">Report 3 2023/24</td><td>Year 7</td><td>3.08</td><td>2.94</td><td>3.13</td></tr><tr><td>Year 8</td><td>2.94</td><td>2.82</td><td>2.98</td></tr></table>			Average Progress Points			Academic Year	Year Group	Whole Cohort	PP Students	Non-PP Students	Report 1 2025/26	Year 7	3.02	2.92	3.06	Year 8	3.03	2.88	3.09	Report 3 2024/25	Year 7	3.18	2.98	3.18	Year 8	2.99	2.86	3.03	Report 3 2023/24	Year 7	3.08	2.94	3.13	Year 8	2.94	2.82	2.98
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Academic Year	Year Group	Whole Cohort	PP Students	Non-PP Students																																			
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Report 3 2023/24	Year 7	3.08	2.94	3.13																																			
	Year 8	2.94	2.82	2.98																																			
Reduction in behaviour incidences and fixed term exclusions for PP students	Reduction in number of suspensions over the 2024/25 academic year because of improved behaviour of PP students. Further evidenced by a reduction in the proportion of behaviour incidents given to PP students compared to that of non-PP students.	The suspension rate reduced by 7% from 2023/25 to 2024/25 for PP students compared to an increase of 3% for all students.																																					
Improved rates of attendance for PP eligible students	Attendance of PP students increases to above that of the national average and PA attendance reduces to above that of the national average.	The attendance of PP students has increased by 2% over the last 3 years demonstrating a positive impact of the strategies employed																																					
High levels of progress in respect of increased reading ages shown by PP eligible students.	PP students show higher levels of progress in relation to reading scores tested through the year when compared to “other” students.	Pupil Premium students demonstrated a greater rate of increase of reading age difference from September 2024 to July 2025.																																					

		However, PP students still have lower reading ages when compared to the whole cohort (year group). <table> <tr> <td></td><td>Year 7</td><td>Year 8</td></tr> <tr> <td>Cohort</td><td>0.57</td><td>0.29</td></tr> <tr> <td>Pupil Premium</td><td>0.68</td><td>0.45</td></tr> </table>		Year 7	Year 8	Cohort	0.57	0.29	Pupil Premium	0.68	0.45
	Year 7	Year 8									
Cohort	0.57	0.29									
Pupil Premium	0.68	0.45									
Improved progress scores for PP eligible students, particularly for PP boys in English.	Progress 8 scores for PP students (or equivalent measure) for 2025 show a significant improvement to historical average and is at or above national average. English PP boys achieve results above national average.	Progress data for KS4 shows PP students have made significantly less progress due mainly to the low progress of students who are PP and SEND coupled with a small number of hard-to-reach students who had attendance of below 90%.									

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
Scholars Programme	Brilliant Club
Year 6-7 Transition programme	The Big Step