

Bishop Young C of E Academy

Pupil Premium Strategy Statement

2025-2026



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	779
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Rachael Cole
Pupil premium lead	Emily Kempthorne
Governor / Trustee lead	Honor Byford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£444, 837
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£444, 837

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium

Our key priority is to provide a high-quality accessible education to students in partnership to Educate, Nurture and Empower as stated within our Trust vision statement. We focus our PP spending, primarily on improving the quality of education students receive in line with research from the Education Endowment Foundation (EEF) and adopt a child-centred approach which involves targeted intervention and the provision of wider opportunities to address academic, pastoral and cultural gaps where needed. We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school so that pupils can flourish.

How we approach Pupil Premium Support at Bishop Young Academy

Our Pupil Premium Strategy outlines how to drive attainment, drawing from evidence of effective practice. This is mapped under the following headings: Teaching, Targeted Academic Support and Wider Approaches.

-We never confuse eligibility for Pupil Premium with low ability. We focus on supporting disadvantaged pupils to achieve the highest levels of attainment and progress.

- We thoroughly analyse which pupils are underachieving, particularly in English and Maths.

-We understand that importance of Quality First Teaching (QFT) that meets the needs of each learner rather than relying on interventions to compensate for teaching that is less than good.

-We make sure support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.

-We regularly consult research evidence and wider experience to allocate the funding to activities that are most likely to have an impact on improving achievement.

-We systematically focus on giving pupils clear, useful feedback about their work and ways they can improve their work.

-We ensure that a designated leader has a clear overview of how funding has been allocated and the difference it makes to outcomes for these students.

-We ensure that class and subject teachers know which students are eligible for PP on their SSIPs so that they take responsibility for accelerating their progress.

-We provide well-targeted support to improve attendance, behaviour and links with families where these are barriers to a student's learning including mental health and wellbeing support.

-We involve our governors in the decision making and evaluation process.

Challenges

Here are the key challenges to achievement that are identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance, Persistent Absenteeism and Punctuality
2	Improve literacy and numeracy levels so that all pupils, including EAL, are able to access the whole curriculum.
3	SEND/PP Overlap: Attainment Gap
4	Wellbeing and Mental Health support due to the high numbers of children and families with complex needs
5	Lacking cultural capital and low aspirations for future destinations.
6	Social and Cultural Awareness including Self-Regulation

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
Increase student attendance and reduce the number of persistent absentees. Improve punctuality of those eligible for PP.	90% attendance target for students eligible for pupil premium
Reduce the attainment and progress gap between students in receipt of PP and those without.	PP students to achieve 4+ basics, in line with those not eligible.
Improve poor literacy and oracy skills that prevent disadvantaged and EAL students from accessing the curriculum effectively, improving their progress as they move on to a more challenging curriculum at KS4.	80% of KS3 read at, or above, chronological reading age. Decrease in the average gap between chronological age and reading age.
SEND students make good progress from their starting point in relation to their Standard Age Score (SAS) and Reading Age.	Increase SAS for pupils with SEND and pupil premium against those without SEND. Decrease in the average gap between chronological age and reading age.
Improve the wellbeing, resilience, self-esteem and aspirations of students identified as PP.	Engagement in the curriculum and in the wider aspects of academy life through attending at least one extracurricular club or excursion. 100% of PP students attend a meeting with the careers officer in year 11. NEET figures for PP are in line with, or lower than, national average.

A small number of students eligible for PP present with more challenging behaviours. Ensure that PP reduce the time lost in learning and improve levels of engagement due to behaviour incidents.	Reduce suspensions and re-occurring behaviours compared to 2024-2025
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£54,916**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Class Charts and Provision Maps to support Strategic Seating Interaction Plans (SSIPs) including fair weighting of students with PP in classes.	In line with the EEF at BYA we ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving, which is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching is our top priority for Pupil Premium spending.	2, 3
Revision Tools, Remote Learning Tools and exam preparation materials as well as specific learning licenses	QFT teaching is vital in ensuring that classroom practice is nothing less than good. Identifying key barriers to learning on a strategic seating and interaction plan (SSIP) ensures that the class teacher is able to plan early interventions within the classroom as part of differentiation. The use of instructional coaching has enabled bespoke support and training for staff at all levels.	2, 3
Specific Literacy Development across the academy through Oracy, forensic reading and Words For All.	The Oxford Language report highlighted the impact that absence has had on the word gap and key academic vocabulary. Explicitly teaching this as well as oracy alongside literacy has proven to close this growing word gap.	2, 3
Staff CPD developing Teaching & Learning through Step Lab used for coaching	When not in school PP students fall further behind than their peers as demonstrated in attendance data and progress data. Evidence from the EEF suggests that pupils make more progress in productive learning environments where they are challenged and supported.	2, 3
	Research shows that EAL students have not been able to develop their English as fluently as expected due to the disruption to learning from the pandemic. Up to two thirds of students have a vocabulary lower than expected for their age,	2, 3

TLR for leader of TEFL to oversee and QA the EAL intervention.	which hinders academic progress and impacts their wellbeing in a negative way.	2,3
TLR for leader of Reading to oversee and QA the Reading Strategies and interventions.	The academy strives to reduce barriers to attendance. In line with DFE guidance additional literacy and numeracy support is needed both inside and outside of the classroom. The interventions will be there to support students who may not have been able to develop their reading due to persistent absenteeism.	2,3
Access to learning tools and revision materials via online subscriptions, supporting both in class and extended learning opportunities e.g., Educake	The EFF states that: "surveys in England suggest that pupils from disadvantaged backgrounds are less likely...to have access to a device"	2,3,4
Supporting students at KS4 with materials in practical lessons. E.g Food and Restaurant Visits	High quality digital resources provide teachers with more time in the classroom for high leverage activity and reduce the time spent marking and monitoring home learning. Several studies identify access to technology as an important barrier to learning beyond the classroom and a way to reduce poor attendance so students can remain on top of their studies. In the current climate, we are seeing an increase of families asking to check eligibility for FSM. We know the rising cost of provisions is concerning to families and are in regular dialogue about this. In teaching students to make healthy low-cost choices, we therefore provide a percentage of PP ingredients to PP students.	2,5,6

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

Budgeted cost: **£279,064**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised Learning Team in the ARK, Teaching Assistants, Access Support Lead and SENCO (with adjustments for funding streams)	The DfEs guidance on improving school attendance focuses on ensuring school is a desirable place to be that looks after the whole child both academically and with mental health support, finding ways to personalise learning and diminish barriers. Wellbeing and SEMH support have been prioritised to ensure students feel that their mental health is supported in school.	3,4,6
SEMH Support and Thrive Programme	Significant crossover between SEND and PP students are well as students with levels of literacy below their chronological age and those eligible for PP.	3,4,6
Cluster Support (90%)		1,3,4,6

Wellbeing and SEMH Lead and Head of Pastoral supplements.	The SEND code of practice explains the importance of an accessible yet challenging classroom for all. The overlap of SEND and PP students is particularly high so the use of TAs effectively is particularly important to maximise outcomes. The EEF evidence on Effective Use of Teaching Assistants demonstrates how TA deployment can enhance QFT.	1,2,3
Students in Year 10 and 11 to watch a theatre performance and be provided with revision resources that will enable retention and recall and allow them to develop their cultural capital. Trips to War Horse for Drama and Malham Cove for Geography will also be supported.	<p>Students from socially disadvantaged families had few learning opportunities both in terms of time and learning experiences (schoolwork and maintenance of after-school activities) due to the cost of living crisis. Students who have had attendance issues find incentives such as performances a good way to catch up on missed learning and engage in education positively.</p> <p>The performance will be linked to key texts from GCSE English Literature. Malham Cove is referenced in GCSE geography.</p> <p>In 2019 the gap between PP and Non-PP students had completely closed. However, due to the impact of growing attendance concerns, a gap has re-emerged between PP and Non-PP.</p>	2,4,6
50% of two in school academic mentors for English and Maths	EFF says that "on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas."	2,3,4
Rubrics and Persistent Absentee Resources including PP focused Accelerated Study Programme to reintegrate key students.	<p>High quality digital resources and specific subject Rubrics focussing on key content help students who are persistently absent to catch up on missed learning.</p> <p>Bespoke 4 week intensive accelerated study programme for 15 of the most high tariff PP students as part of a catch up and reintegrate programme with the most experienced staff in the academy.</p>	2,3,4

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

Budgeted cost: **£111,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving Attendance and reducing Persistent	The EEF Maximising PP Guide states that there should be targeted support for struggling pupils as well as strategies that relate to non-academic factors, improving attendance,	1,4,5

Absentee, Attendance Improvement Officer	behaviour and social and emotional support in order to close the gap.	
Careers Support	Targeted wider support and intervention with PP families to reduce the risk of students becoming Persistent Absentees (PA).	4,6
Rewards & Zero Hero Club		1,4,5,6
Peripatetic Music Lesson Adjustments	A wide range of evidence suggests that music is important for wellbeing as well as increasing academic progress especially in subjects such as maths.	4,5,6
Student Leadership	A rewards trip for each year group maximises positive behaviour and the rewards system.	1,4,6
Hardship Fund including support for Visits		1,2,3,4,5
Combined Cadet Force	Outreach through the attendance and wellbeing teams supports parental engagement and breaks down barriers to education. EEF states that improved parental engagement will make a moderate impact of 4 months of additional progress.	5,6
Wellbeing Fund		1,5,6
Provision Map, School Robins and MIS integration	Students are tracked on provision map to ensure that we have an equitable exposure to culturally enriching experiences. The proportion of PP students on visits and accessing enrichment opportunities should mirror the proportion of the school cohort.	1,2,3,4,5,6
Duke of Edinburgh		4,5,6
Uniform & Sports Kit	Empowering students to engage with wider strategies gives students purpose beyond their current circumstances.	1,5,6
	Eliminating barriers to enjoyment and ensuring all opportunities are readily available ensures that all students are on treated fairly in line with the Equalities act.	
Leeds United Attendance Support	<p>An aspirational role model who works with families to break down barriers to attendance will facilitate the successful reintegration of students.</p> <p>Members of the Leeds United / Premier League Aspires Programme, which involves one day per week of mentoring to students who struggle to attend school.</p>	1,4,5

Total budgeted cost: £ 444,837

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Teaching Strategies

All staff demonstrate full compliance with Classcharts and Provision Maps, ensuring consistent communication, behaviour tracking and comprehensive logging provisions including SEND interventions. Teaching and Learning is graded 'Good' by Ofsted and has strengthened through 100% engagement in high-quality CPD, including the use of Step Lab for tracking and monitoring the instructional coaching programme.

A range of revision and remote learning tools—such as Educake, ExamPro, Quizlet, Dr Frost, and subject-specific revision guides—have supported independent learning and helped narrow the PP gap, with PP students even outperforming non-PP in MFL. Funding in practical subjects, such as PE and extra curricular activities such as cadets has removed financial barriers, ensuring equitable access to all learning experiences.

Literacy development remains a whole-school focus through oracy, forensic reading, and the Bishop 100/Subject 60 strategy, overseen by specialist TLR holders. These initiatives, alongside targeted TEFL and Lexia interventions, have significantly improved vocabulary, reading fluency, and literacy outcomes, particularly for our PP students who also have an EAL need or are lower-attaining students.

Targeted Strategies

Interventions delivered through the Inclusion Team, including the Ark and Dovecote, have shown a positive impact, particularly in literacy and communication, though direct SEND outcomes remain limited. A review has led to investment in more suitable interventions and bespoke KS4 pathways to better meet individual needs of student who have both a PP and SEND crossover.

Interventions have directly supported 318 pupils, with strong progress in Literacy Phonics (33%) and Speech and Language (30%), and steady gains in emotional regulation through the Thrive programme and Neurodiversity support.

Wellbeing remains a priority, with over 1,000 check-ins logged for over 236 pupils. External partnerships such as GIPSIL have delivered counselling, wellbeing support and art therapy, achieving an 89% reduction in SDQ indicator scores. Close collaboration with the local cluster ensures timely family and student support, with 100% of referrals accepted.

Academic enrichment, including geography fieldwork, live theatre visits and The Scholars Programme, enhanced curriculum engagement and outcomes for PP students. Targeted academic mentoring, provision of revision resources and bespoke small-group interventions further supported vulnerable learners, leading to improved attendance, engagement and subject performance. The gap is projected to close significantly in all other year groups outside of the outgoing year 11s.

Wider Strategies

Cumulative attendance rose to 87.9%, a 3% improvement from the previous year, with persistent absence dropping by over 8%, reflecting the success of the academy's attendance strategy and reward initiatives particularly with PP students.

Music achieved strong results (SPI +0.61), with 27% of students gaining grade 9 in performance and 50% achieving grade 8+, supported by high-quality peri provision and community performance opportunities. Music numbers at KS4 increased by 1/3 and the school gained *Music Champion* status.

The careers provision is inclusive and comprehensive, with all Year 9–11 students receiving interview practice, guidance, and enrichment activities, while the Year 10 MFL visit to GCHQ Liverpool provided valuable career-linked experiences for PP students.

Funding ensured equitable access for PP students in Food & Nutrition allowing all students to complete their coursework successfully. Student leadership and reward systems, including Zero Hero trips, the online rewards shop and the Bishop Character Awards, fostered motivation and engagement. Behavioural improvements were evident, with significant reductions in RFR referrals, supported by partnerships such as the Leeds United Foundation, which helped boost attendance and community links. Uniform vouchers and pastoral support continued to remove barriers to attendance and participation.

Externally provided programmes

Programme	Provider
TEFL Programme	Internally Qualified Staff Members
Wellbeing Ambassadors	Internally Qualified Staff Members
Thrive Practitioners	Thrive Trained and Qualified Staff Members
Lexia	Internally Qualified Staff Members
Little Wandle	Internally Trained Staff Members
LUFC Mentoring	Leeds United Foundation (LUFC)

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A