

Pupil premium strategy statement Bowhill Primary School

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	451
Proportion (%) of pupil premium eligible pupils	14%
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)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Anna Lopez – Headteacher
Pupil premium lead	Sarah Prince – Deputy Headteacher
Governor / Trustee lead	Gemma Smale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 104, 640
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <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>	£ 104, 640

Part A: Pupil premium strategy plan

Statement of intent

Every child in our school has a right to achieve the best they are capable of. We believe in maximising the use of the pupil premium grant by utilising a long-term strategy aligned to the SDP which enables us to implement a blend of short, medium and long-term interventions. We believe it is important to align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use and ensures that teaching and learning opportunities meet the needs of all pupils. We use it to ensure that appropriate provision is made for pupils who belong to vulnerable groups, and this includes ensuring that the needs of socially disadvantaged pupils are addressed; committing to meeting their pastoral, social and academic needs within a caring environment.

Our priorities

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils and for all disadvantaged pupils to make 'at least' good progress.

1. To support pupil's health and wellbeing to enable them to access the curriculum at an appropriate level.
2. To develop pupils' own ambitions and aspirations of how successful they can be in education and employment.

Our provision

All our work through the Pupil Premium will be aimed at accelerating progress; moving children to at least age-related expectations. The range of provision could include:

- Developing teaching across the school so it is consistently good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Facilitating pupils' access to education and to the curriculum: this may involve adult support or prioritising attendance to enrichment activities during and at the end of the school day.
- Developing and maintaining strong parental and family links through curriculum workshops, regular communication, coffee mornings, strong links with external agencies and access to a family support worker
- Facilitating pupils' access to residential or enrichment activities through the subsidy of any voluntary charges.
- Providing small group work focussed on overcoming gaps in learning.
- Targeted 1-1 support where it is necessary and appropriate.
- Access to our 'Social and Emotional' interventions if required
- Additional teaching and learning opportunities provided through learning mentors, trained TAS or external agencies.
- Behaviour support
- Provide additional reading and learning opportunities which will link to our on-line platforms to ensure families are involved in sharing targets and progress and achievements

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy.
2	Poor language and communication skills.
3	Lack of exposure to rich and varied experiences within the community, meaning knowledge of the world and vocabulary acquisition is limited.
4	Significant gaps in reading, writing and maths.
5	Persistent absence and punctuality issues.
6	Social and emotional barriers result in lack of focus and concentration.
7	Lack of parental engagement.
8	Arriving at school hungry and not ready to learn.

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
Staff are deeply involved in their own professional development, through coaching and walk thrus, and the collaborative approach to CPD ensures that good practice is shared and developed across the school and Trust and in line with the SDP priorities.	Teachers consistently display mastery of teaching skills in line with ELAT teaching and learning principles.
There is a consistent approach to phonics and vocabulary development across the school which is embedded across the curriculum. There is a school wide focus on enjoyment for reading and this is reflected throughout the school environment.	Every PP child is a reader and achieving at least ARE, closing the gap with their non-disadvantaged peers.
SLT have a clear overview of the progress that disadvantaged children are making across the school. Provision for the disadvantaged children (teaching, assessment, wider opportunities, parental links etc) is continually being	All disadvantaged children make at least good progress across the curriculum

reviewed against the tracking data to ensure PP children are making at least good progress.	
Children are swiftly identified in Reception for NELI intervention to develop language and vocabulary. (Oral Language intervention very high impact for low cost +6 months progress EEF)	The language gap between PP and Non-PP pupils has decreased. PP pupils are able to access all areas of the curriculum, therefore making at least good progress.
Teacher assessment informs intervention planning and delivery to ensure that identified pupils 'catch up and keep up'. Pupil's overcome their barriers to learning, and gaps in learning are addressed.	All PP pupils identified for intervention make accelerated progress in identified areas of the curriculum.
Rigorous approach to Attachment Based Mentoring for identified pupils across the school. Identify barriers to learning through building relationships with children	All PP pupils in school have strong relationships and attachments with adults and their peers.
High engagement from PP families with support from school. All PP children and families feel supported by the school and this is impacting positively on the children's learning, mental health and wellbeing. Family Support Workers to continue to provide support to PP families.	Parents work closely alongside the school (teachers, leaders, support staff) to ensure pupils thrive at school, academically but also socially and emotionally.
The attendance gap between PP and NPP is closing.	Attendance % for PP children is in line with peers
Increase children's access to a range of experiences and opportunities beyond the school day in an attempt to strengthen relationships, increase engagement and provide exposure to new experiences.	High percentage of PP pupils are engaging in extracurricular activities such as clubs, residential and trips.

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: £ 50,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed <i>Instructional Coaching</i> further across year groups, focusing on precise, bite-sized feedback loops for teachers and TAs, with an explicit strand on scaffolding for disadvantaged pupils.	EEF: Professional development is most effective when it builds on instructional coaching and is subject-specific. <i>"High quality professional development has a positive impact on pupil outcomes, particularly for disadvantaged pupils."</i> Kraft, Blazar & Hogan (2018, <i>The Effect of Teacher Coaching on Instruction and Achievement</i>): Large-scale meta-analysis found that teacher coaching improves both teaching practice and pupil attainment, with effects strongest in literacy and maths	1,2,4
Promote whole-school love of reading	(EEF +5 months progress for low cost) Every child a reader Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: National Literacy Trust (2020, <i>Children and Young People's Reading</i>): - Pupils who enjoy reading are three times more likely to read above the expected level for their age than peers who do not enjoy reading. - Disadvantaged pupils are less likely to report enjoying reading, making whole-school culture vital to narrowing the gap. OECD (PISA 2002, 2010): - Reading enjoyment is a key predictor of academic success, more important than socio-economic background	1,2,4

Develop cross-curricular oracy “ <i>talk protocols</i> ” (debate, discussion, presentation) linked to Voice 21 frameworks, with targeted monitoring of PP children’s participation.	EEF: Oral language interventions (+6 months progress). Voice 21 evaluation (UCL, 2021): structured oracy teaching improves confidence, participation, and attainment for disadvantaged pupils.	2
Launch <i>Diagnostic-led interventions</i> : short-cycle, targeted interventions based on precise gaps, with an emphasis on PP children below ARE in writing and maths	EEF: One-to-one/small group tutoring (+4 to +5 months progress)	1,2,4
Embed Bowhill Standards to strengthen explicit direct instruction and maximise pupil participation. Teachers will use strategies such as <i>Cold Call</i> , <i>No Opt Out</i> , <i>Everybody Writes</i> , and <i>Right is Right</i> to ensure all pupils — especially PP children — are actively engaged in lessons and able to articulate their learning. CPD and coaching will focus on modelling, checking for understanding, and ensuring high participation ratios in every lesson	EEF: Explicit teaching and modelling of knowledge and skills, combined with regular checks for understanding, are highly effective in improving learning for disadvantaged pupils. Lemov (2021): <i>Teach Like a Champion</i> identifies participation techniques that reduce passive learning and raise attainment, particularly for pupils at risk of falling behind. Rosenshine’s Principles (2012): Direct instruction, frequent questioning, and high success rates in practice activities are strongly correlated with improved outcomes.	1,2,4

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

Budgeted cost: £ 35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations	(EEF + 4 months progress for low cost) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Launch <i>Diagnostic-led interventions</i> : short-cycle, targeted interventions based on precise gaps, with an emphasis on PP children below ARE in writing and maths	EEF: One-to-one/small group tutoring (+4 to +5 months progress)	1,2,4
Further development of a learning and support hub – focused on community cohesion and work within families.	(EEF + 4 months progress for low cost) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4, 5, 6

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

Budgeted cost: £ 18,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement: Employment of 5 days a week Parent Support advisor	<u>EEF Parental Engagement Guidance Report.pdf</u> <u>(d2tic4wvo1iusb.cloudfront.net)</u>	7

Raise attendance and punctuality for disadvantaged children – 1 day a week employment of pupil premium advocate to track and support attendance	(EEF Parental engagement – moderate impact for low cost. DfE (2022) <i>Working together to improve school attendance</i> Ofsted (2019) National Audit Office (2022): Shows that disadvantaged pupils are disproportionately more likely to have persistent absence. Addressing attendance is therefore a key lever in closing the disadvantage gap	7, 5
Priority given to disadvantaged children to access clubs and extra-curricular activities. Up to 50% subsidy for residential and trips/ opportunities.	EEF (2019, <i>The impact of non-cognitive skills on outcomes</i>): - Participation in extra-curricular activities builds non-cognitive skills such as confidence, resilience and social skills, which are strongly associated with improved academic attainment. DfE (2019, <i>Character and Resilience Framework</i>): - Access to enrichment opportunities supports children in developing key life skills and resilience, particularly for disadvantaged pupils who may not otherwise have these experiences. Sutton Trust (2014, <i>Extra-Curricular Inequality</i>): - Middle-class pupils are much more likely to access enrichment outside of school, leading to gaps in cultural capital and opportunity. Schools that prioritise disadvantaged pupils' access to trips, clubs and residential help to close this gap. OECD (2012): - Participation in enrichment opportunities is positively linked with higher levels of wellbeing, engagement and attainment, especially for children from lower socio-economic backgrounds.	3, 8, 5

Total budgeted cost: £ 104,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The disadvantage gap is still significant but has reduced in reading and writing by 5% and 9% respectively across the school. Significant gains in reading were seen in Year 3 and 4. The gap in the Year 5 cohort is substantial and will be a key focus in 25-26.

In 2024–25 we embedded the Bowhill Standards across the school, providing greater consistency and raising expectations in teaching, lesson structure, and behaviour. A new curriculum was introduced, enabling children to revisit and articulate prior learning more effectively. We also broadened our extra-curricular offer and began phoning PP families directly to encourage participation, which increased PP attendance at clubs from 1% in the spring term to 14% in the summer term. This approach will continue into 2025–26. In addition, the Happiness Outdoors project focused on outdoor learning and wellbeing, targeted particularly at PP children in Year 6. 100% of non-SEND PP children achieved combined in SATs last year.

*Targeted English and maths interventions have focused on disadvantaged learners, ensuring gaps were addressed more precisely and progress accelerated – this has also included maths boosters for year 6 children at lunchtime and after school. Alongside this, one-to-one attachment-based mentoring training **was put in place for** and social and emotional support were provided for children with the greatest needs, helping them to develop resilience and be ready for learning. A dedicated learning and support hub (Ark) was also established, giving a safe and structured space where academic intervention, mentoring and emotional regulation strategies could be delivered. This space was used to ensure 4 PP children had the risk of exclusion reduced by providing them with alternative provision and bespoke curriculums.*

In 2024–25 we promoted a whole-school love of reading by strengthening classroom environments, embedding whole-class reading, and widening access to high-quality texts. This ensured that PP pupils, in particular, were able to develop fluency, comprehension, and enjoyment as readers. Alongside this, we developed oracy through our work with Voice 21, providing pupils with structured opportunities to speak, listen, and debate across the curriculum. This ongoing work is raising the confidence and participation of PP pupils and supported their ability to articulate ideas with clarity. We will continue to build on these strands in 2025–26, with a particular focus on tracking the impact on PP outcomes.

Phonics gaps are reducing through the rigorous implementation of Little Wandle, Little Wandle is embedded and we introduced Rapid Catchup for KS2 which has had positive impact. There was a 10% gap in PP compared to non-PP this year, a reduction of 15% from 23-24.

Whole school attendance was 94.4% in 23-24 and PP attendance was 89.8%. This year non-PP attendance was 94.8% and PP attendance was 92.5 which has shown an improvement of just a 2% gap. This gap is an improvement on the previous year and our rigorous monitoring of attendance is continuing to improve the picture for our disadvantage children. Persistent absence remains an area needing significant improvement – showing a 30% gap between PP and non-PP. We have again tightened our monitoring and timeframes of notifying parents when attendance dips.

We are tracking our PP children much closer now and have implemented individual tracking sheets for every PP child. These trackers have been dated back to EYFS so we can spot dips and trends more quickly. They also monitor their attendance and safeguarding as well as uptake of clubs, trips and their current targets.

Our PSAs have worked closely with PP families, providing advice and support and we have prioritised these families for courses such as 'hear my voice' which addresses anxiety.