

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	439
Proportion (%) of pupil premium eligible pupils	16%
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 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Anna Lopez – Headteacher
Pupil premium lead	Sarah Prince – Deputy Headteacher
Governor / Trustee lead	Harrison Littler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 103,850
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	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
CPD on lesson design and Adaptive teaching	John Hattie (Visible Learning, 2009): - Teacher clarity and feedback are among the highest-impact influences on pupil achievement (effect sizes 0.75 and 0.70 respectively). CPD focused on lesson design — making learning intentions explicit and checking for understanding — directly targets the instructional moves with the greatest leverage for disadvantaged pupils. Tom Sherrington (WalkThrus, 2020): - A structured framework of evidence-informed teaching techniques supporting professional development through visual, bite-sized instructional strategies. Adaptive teaching — adjusting tasks, resources and support in response to ongoing assessment — is central to WalkThrus and reduces the gap between what is taught and what is learned, particularly for pupils with SEND or low prior attainment. DfE Teachers’ Standards (2021), Standard 5: - Teachers must adapt teaching to respond to the strengths and needs of all pupils. High-	1,2,4,6

	quality CPD in adaptive lesson design ensures this is met consistently across the school and aligns with Ofsted's (2023) focus on quality of education for disadvantaged pupils and those with SEND.	
Embed 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
Training for teachers and TAs on delivering and monitoring a range of structured intervention programmes	Rob Webster & Peter Blatchford (The MITA Project / Maximising the Impact of Teaching Assistants, 2013): - TAs have a measurably greater impact when trained to deliver structured, planned intervention programmes rather than providing reactive, unplanned in-class support. Michael Fullan (The Principal: - Three Keys to Maximising Impact, 2014): Effective school improvement requires leaders to build the capacity of all staff — including support staff — as learners. Training TAs to monitor and adapt intervention delivery creates a culture of shared instructional responsibility and strengthens the school's collective ability to close the disadvantage gap.	1,2,4

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

Budgeted cost: £ 35,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Pre-teach maths interventions (3xweekly 20mins)	Daniel Willingham (Why Don't Students Like School?, 2009): - Working memory is limited and easily overloaded, particularly for pupils who lack the background knowledge to chunk information efficiently. Pre-teaching key vocabulary and concepts before a lesson frees up cognitive capacity so that disadvantaged pupils can access new learning without being overwhelmed by unfamiliar prior knowledge that peers take for granted. Mark McCourt (Teaching for Mastery, 2019): - Pre-teaching as part of a mastery approach ensures that gaps in foundational knowledge are addressed before they become barriers to new learning. Short, focused pre-teach sessions allow pupils to experience success in the main lesson rather than falling further behind, breaking the cycle of disengagement common among disadvantaged learners in maths.	4
Develop <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) Robert Bjork (research on desirable difficulties and spaced practice, 1994 onwards): Distributed practice across multiple short sessions is significantly more effective for long-term retention than equivalent time spent in a single block. Three 20-minute pre-teach sessions per week embeds mathematical knowledge more durably than a single weekly intervention of the same total length.	1,2,4
Motional interventions	Paul Dix (When the Adults Change, Everything Changes, 2017): Consistent, relationship-centred approaches to behaviour and emotional wellbeing create the conditions for learning. When pupils — particularly those from disadvantaged backgrounds — feel seen and regulated by trusted adults, they are far more able to engage with the curriculum. Structured tools that support daily wellbeing check-ins give staff the intelligence to respond early rather than reactively.	1,2,4

	Public Health England (The Link between Pupil Health and Wellbeing and Attainment, 2014): Pupils with better emotional health and wellbeing are likely to achieve better academically and have better attendance and behaviour. Schools identified as having the highest pupil wellbeing also tended to have above-average attainment.	
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: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement: Employment of 3 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
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Total budgeted cost: £ 103,850

Part B: Review of the previous academic year

Overview

This review reflects on the impact of our Pupil Premium strategy for the academic year 2025–26. With a total budget of £104,640, our spending was allocated across three strands: teaching and professional development (£50,500), targeted academic support (£35,500), and wider strategies relating to attendance, wellbeing and family engagement (£18,640). Across all three strands, we have seen meaningful, and in many cases, significant progress for our disadvantaged pupils.

Teaching and Professional Development

Instructional coaching has been successfully embedded across year groups, with teachers benefiting from precise, bite-sized feedback cycles. A particular focus this year on scaffolding for disadvantaged pupils has been a significant feature of CPD delivery — with bespoke training provided for both teachers and TAs. The impact on pedagogical consistency and quality first teaching has been notable and evidenced through SLT monitoring and external visits.

The Bowhill Standards have been fully embedded across the school and have had a strong positive impact on the quality of direct instruction and pupil participation. These strategies have ensured that all pupils,

and particularly disadvantaged learners, are more actively engaged in lessons and able to articulate their thinking.

Our whole-school reading initiative has continued to grow. New book stock has been purchased, book fairs have been held, and whole-class reading is now consistently embedded across every year group from Year 2. There is a genuine culture of reading beginning to take hold throughout the school.

We are now in Year 2 of our partnership with Voice 21, and oracy provision has developed considerably. Talk tactics and discussion guidelines are in place across the school, and an external review confirmed that great progress has been made. Targeted monitoring of PP children's participation in oracy activities has helped ensure that the children who most need to develop their spoken language are benefiting from this work.

Targeted Academic Support

Small group tuition, delivered primarily by teaching assistants, has been particularly effective this year. In Key Stage 2, additional targeted support in English and maths has helped pupils close gaps, and the impact in Year 6 has been especially significant. In the early years and Key Stage 1, a sharp focus on phonics support has yielded strong results:

- **89% of Year 1 pupils passed the Phonics Screening Check**
- **86% of Reception pupils achieved Good Level of Development (GLD)**
- **100% of Year 2 pupils passed the phonics resit**

Targeted writing support, delivered through diagnostic-led intervention focused on precise gaps for pupils below age-related expectations, has contributed to 71% of Year 6 pupils achieving the expected standard in writing — a outcome that reflects the quality and consistency of the support provided.

Our community hub provision has developed substantially this year. The school site is now host to a toddler group and a parenting class, deepening our links with families at the earliest stage. A convening meeting of over 25 community organisations was held at Bowhill, bringing together a wide range of local bodies to coordinate support for the St Thomas community. This represents a significant step forward in our ambition to be a genuine community anchor.

Wider Strategies: Attendance, Wellbeing and Family Engagement

The deployment of our Parent Support Advisor (PSA) and Deputy Headteacher in a family engagement role has been exceptional. PP families have been actively engaged through roadshows, community events and direct outreach. Prioritisation of disadvantaged pupils for school clubs has ensured that access to enrichment is equitable.

Attendance work, supported by our one-day-a-week Pupil Premium attendance advocate and fortnightly tracking, has led to a vast improvement in attendance for disadvantaged pupils, with persistent absence reducing significantly. Compared to schools in similar contexts, Bowhill is leading on attendance.

All residentials and trips have been subsidised for PP pupils this year, and engagement in clubs and extracurricular activities has increased. This reflects our commitment to ensuring that disadvantaged children access the full breadth of school life, not just the academic curriculum.

Summary

This has been a strong year for our Pupil Premium provision. The evidence across all three strands points to a strategy that is coherent, well-implemented and having real impact — on attainment, on attendance, on wellbeing, and on the relationships between school and families. Key headline outcomes include high phonics and GLD results, improved Year 6 writing outcomes, sector-leading attendance improvement, and a growing community hub that is beginning to reshape how families engage with Bowhill.

The 2026–27 strategy will build on these foundations, with continued focus on closing the remaining attainment gaps, deepening oracy provision, and sustaining the family and community engagement that has been such a feature of this year's work.