

Pupil premium strategy statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bowlee Park Community Primary School
Number of pupils in school	896
Proportion (%) of pupil premium eligible pupils	30% (272 pupils)
Academic year that our current pupil premium strategy plan covers	2025-26
Date this statement was published	01.10.25
Date on which it will be reviewed	01.10.26
Statement authorised by	Aleks Hartshorne
Pupil premium lead	Neil Fairhurst
Governor lead	Hilary Savage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 411,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 411,650

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge Item	Detail of challenge
A	In 2025 45% PP (disadvantaged pupils) pupils in the reception year achieved a good level of development. This means that 55% PP pupils were not ready to access the Year 1 learning and curriculum.
B	A significant proportion of children enter EYFS with very low language skills which impacts on speaking and listening, phonics, reading and writing across the school. Wellcomm data shows 68.6% below expected in 2024-25
C	On entry a significant proportion of children's basic understanding of number is poor and fails to sufficiently support their further development in mathematics. Wellcomm data 68.6% below expected in 2024-25
D	31% of disadvantaged pupils have a special educational need compared with 19% of non-disadvantaged pupils.
E	Reading for PP pupils throughout school is below that of non-PP children expected standard. Phonics 2025, 74% PP pupils achieved the expected standard compared with 79% national average for all pupils. At the end of KS2 it is broadly in line with national averages but below school non-PP and therefore a focus for improvement.
F	14.3% PP pupils were persistent absentees in 2024-25, this is above PA for non PP which is 4.9%, and above whole school PA (8.3%).
G	A significant number of PP are not ready to learn when they come to school. This lack of readiness to learn is compounded by issues related to challenging home situations and, child protection factors. Clear majority of pupils on the CP register are children in receipt of PP funding.
H	Many PP pupils have few opportunities to benefit from cultural and social events and experiences. Parents/carers are unable to fund curricular enrichment opportunities, including trips. Financial constraints result in inability to purchase educational resources, including study support materials and IT facilities.
I	For some PP pupils there is challenging behaviour and an inability to interact successfully in a school environment. Low self-esteem and confidence. Pupils are unable to regulate their emotional wellbeing.

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
Improve oral language skills for pupils eligible for PP in Reception and those eligible for Early Years'	Pupils in Reception eligible for PP make rapid progress by the end of the year so

Support PP, to accelerate progress in all key areas of learning	that they achieve a good level of development.
Continue to raise attainment in reading in EYFS and KS1 by developing children's understanding and effective use of phonics and other early reading strategies. Raise attainment in reading across KS2 by developing pupils understanding of language and inference skills.	The % of PP pupils passing the phonics screening test in year 1 is in line with NA. The % of pupils eligible for PP achieving the expected standard in reading at end of KS2 is in line with the national average.
Raise attainment and progress in reading by ensuring that children develop their reading fluency as they progress through school.	The % of pupils eligible for PP achieving the expected standard in reading is in line with the national average. Where this is not the case, PP children are making rapid progress and the gap is closing.
The provision for PP children with special educational needs is sufficiently strong so that their attainment and progress is raised.	PP SEND children make rapid progress from their individual starting points.
All PP pupils to make significant progress in learning through a range of targeted strategies designed to support and increase pace of learning.	Termly assessments show PP make at least expected progress.
Increased attendance for PP pupils.	Reduce the number of persistent absentees among pupils eligible for PP.
All PP children are ready to learn and attend their lessons positively. They come into school happily and are keen to learn. The families of PP children create stable, loving and positive home-lives for them where they feel safe, secure and valued. This is supported from within school where required by family liaison officers and the attendance officer.	Attainment and progress (measured in a variety of ways) for the most vulnerable PP children increases.
<u>Expected outcomes for 2025-26</u> <u>End of EYFS</u> % PP pupils attain GLD at or above 65% <u>End of Year 1</u> PP pupils achieve phonics standard in line with nat. av. for all pupils. <u>End of KS1</u> PP pupils attain in line with 'nat. all' pupils in reading, writing & maths (2023 data) <u>End of KS2</u> PP pupils attain in line with 'nat. all' pupils in reading, writing, & maths. <u>Whole School</u> % of PP pupils achieving standard in maths, reading and writing in all year groups in line with school targets. PP pupils to make expected progress.	

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: £22,000

Activity (+ numbered link to detailed school plan)	Evidence that supports this approach	Challenge addressed
Enhancement of our reading teaching and curriculum planning in line with DfE reading framework. 6*	<p>The DfE non-statutory guidance to meet expectations for the teaching of reading https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf</p> <p>The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	E
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). 1*</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	C
<p>Improvement in the quality of teaching and learning through embedding and understanding the science of learning and the teaching principles to support knowledge acquisition and retention.</p> <p>Focus on questioning as part of an approach to oracy in school. 2*</p>	<p>EEF Metacognition and Self-regulated Learning Guidance Report 2018 - Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.</p> <p>There is a wide body of research that outlines cognitive-science research on how students learn, and connects it to practical implications for teaching. https://deansforimpact.org/resources/the-science-of-learning/</p> <p>Use of the Rosenshine Principles https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</p>	E, G

Introduction of myHappymind across the school. 5*	<p>myHappymind is a UK-based mental health and wellbeing programme aimed primarily at children in schools, nurseries, and their families.</p> <p>myHappymind+2myHappymind+2</p> <p>It's built around science, research, neuroscience, and positive psychology, and focuses on preventative strategies rather than reacting only to mental health crises. myHappymind+2NHS Innovation Accelerator+2</p> <p>It is used in many schools across the UK and is in some cases commissioned by the NHS. myHappymind+3NHS Innovation Accelerator+3myHappymind+3</p> <p>Currently not a cost to the school for this academic year but may become a cost in subsequent years if school does not get a grant.</p>	A, G
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
Enhancement of provision for pupils with SEND so that PP pupils with SEND are provided with excellent teaching and provision that supports achievement and enjoyment of school. 3*	<p>The EEF have developed five evidence-based recommendations to support pupils with SEND. This has been used as the basis of the CPD in school to ensure high quality teaching and learning for pupils with SEND.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>NASEND Audit tool and training materials</p>	D
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
Purchase of maths and reading online teaching and learning programmes to support and secure home learning by improving the quality and quantity pupil practice. 4*	<p>Using digital technology effectively to improve pupils' learning including the improvement of the quantity and quality of pupil practice has been summarised by the EEF: My Maths, TT Rockstars, Oxford Owl, Spelling Shed and Grammar Shed</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	C, E
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
RWI Training Portal 8*	<p>To build teacher and TA expertise in delivery of Phonics teaching and intervention.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	A, B
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
Learning by Questions LbQ 4*	The Education Endowment Foundation (EEF) 'COVID-19 Support Guide For Schools' provides evidence-based	C, E

	recommendations on how to catch up on lost learning. LbQ meets EEF guidelines through: identifying and addressing gaps in learning; providing immediate pupil feedback building resilience and encouraging independent learning; increasing engagement, motivation and outcomes; targeting interventions to support smaller groups; providing topic reviews and 'Ready to Progress' resources.	
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		

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

Budgeted cost: £ 275,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics 1:1 tuition sessions targeted at disadvantaged pupils who require further phonics support. EYFS/KS1 7*	<u>Phonics</u> 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	A, B
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
Additional staff in Nursery and Reception 9*	Support across reception through a range of accelerated learning programmes including a range of programmes to support speech and language development, early reading and writing skills. Data shows this has been successful in ensuring more DP attain the GLD and are ready for Y1.	A, B, C, G, I
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
Additional reading support in nursery to develop early reading skills and accelerate progress. Additional TA support 10*	<u>Reading Support EYFS</u> The importance of high-quality interactions between adults and children to develop their communication and language skills is well evidenced. Using a range of different activities such as singing, storytelling and nursery rhymes to develop children's early reading and ability to hear and manipulate sounds improves reading progress.	A, B, G

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
Additional teacher in Y6 to enable smaller groups for teaching and learning AHT writing support in Y6 - 'quality first teaching' 11*	<u>Additional Teaching support/AHT writing support/Small group writing support</u> Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	E
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
Highly skilled TA3 support across all KS1/KS2 classes to provide high quality teaching support and feedback as part of QFT. 12*	<u>TA support for T&L</u> There is strong evidence on the principles of good feedback and positive impacts on learning. TAs are well trained and attend most CPD for teachers. This ensures they are able to support pupils effectively and have a high impact on T&L. EEF guidance summarises this: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	A,B,C,D,E,F
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
Speech and language TA - trained to deliver interventions targeted at disadvantaged pupils who require further support to develop their S+L skills. 13*	The Communication Trust identify the need for highly skilled direct interventions delivered by appropriately experienced professionals, where necessary. https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf	B
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
To deliver high quality specialist sports and IT for PP pupils. 14*	Specialist PE and IT staff to deliver lessons across all classes in school. This ensures high quality teaching and learning in every year group. Pupils	H

□

	report they enjoy their PE lessons, Teaching starts in nursery giving pupils more opportunity to develop their gross motor skills. Outcomes for IT are high due to the specialist knowledge of staff.	
<u>PE Spring Term Evaluation</u>		
<u>PE Summer Term Evaluation</u>		
<u>Computing Autumn term Evaluation</u>		
<u>Computing Spring Term Evaluation</u>		
<u>Computing Summer Term Evaluation</u>		

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide all PP pupils (Y3-Y6) with an opportunity to discuss their progress and next learning steps through and individual termly mentoring meeting with their class teacher. 15*	<u>Feedback to Pupils</u> Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	E, H, I
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
Embedding principles of good practice set out in the DfE attendance advice. 16*	<u>Attendance</u> Attendance Officer employed to support families with attendance issues and those at risk of persistent absence: External EWO support used to support attendance procedures. Regular attendance panel meetings complemented by weekly attendance reports. Termly attendance awards to support good attendance invite parents into school – parental engagement. The severe negative effect of absence poses a particularly high risk for disadvantaged pupils, who typically have lower rates of attendance and whose families have indicated that they would be substantially less likely to send their child back to school if given the choice (IFS 2020) The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	F
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		

<u>Summer Term Evaluation</u>		
To support PP families with a range of issues including attendance, housing, behaviour and through this support learning/progress in school. Employment of two Family Liaison Officers. 17*	<u>Family Liaison Officers</u> Family and home related issues are mitigated in school by sign-posted support and support learning - pupils come to school ready to learn	G
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
To provide a wide range of experiences for PP pupils to engage in learning. This ensures they have the opportunity to access a wide range of cultural/educational experiences. 18*	<u>Trips and Experiences incl. visitors to school</u> Pupils are taken on visits, experiences in school. These are subsidised by school. Children that are exposed to educational trips will have an enhanced knowledge and understanding of the world. This help to build confidence and self-esteem Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.	H
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
To provide a range of free extended school activities that PP pupils can access. 19*	<u>After School Activities</u> Arts participation approaches have an important educational value in themselves and they can also have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves and there is also a small impact on improved maths and English attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	H
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		
To deliver high quality music for PP pupils. Specialist staff to deliver lessons across all classes in school. This ensures high quality teaching and	<u>Specialist music teaching</u> Y1 to Y6 – KS2 pupils learn to play a range of instruments Arts participation is valuable in itself. Approaches can have a positive impact on academic outcomes in other areas of the curriculum.	H

learning in every year group. 20*	Children that are able to follow their interests without finance being a barrier will be able to foster their love of music, helping to raise their confidence and self-esteem.	
<u>Autumn Term Evaluation</u>		
<u>Spring Term Evaluation</u>		
<u>Summer Term Evaluation</u>		

Total budgeted cost: £ 417,000

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.

11/29 PP pupils achieved a GLD in 2025.

The % of PP pupils passing the phonics test in Y1 is above NA for PP and above NA for all pupils. KS1 maths PP ES+ is 68%. This is below the NA for all pupils.

Termly assessments show PP make expected progress in all subjects in KS2.

Number of PP who are persistent absentees has reduced by 11.2% from previous year. 24% in 2024 to 12.8% in 2025

By end of KS2 PP pupils have made excellent progress (progress is above national non-PP pupils) and their attainment is in line with and often above national average for all pupils.

	National Average 2025	Bowlee Park 2025	Difference
Reading:			
Average scaled score	106	107.2	+1.2
% expected standard or above	75	79	+4%
% high standard	33	46	+13%
Writing:			
% expected standard or above	72	82	+10%
% greater depth	13	21	+8%
Maths:			
Average scaled score	105	108.1	+3.1
% expected standard or above	74	85	+11%
% a high standard	26	46	+20%
Grammar, Spelling and Punctuation:			
Average scaled score	105	109.5	+4.5
% expected standard or above	73	81	+8%
% a high standard	30	53	+23%
Reading, Writing and Maths Combined:			
% expected standard or above	62	73	+11%
% high standard/greater depth	8	17	+9%

The % of pupils attaining the **expected standard** at Bowlee Park School is above and often well above the national average 2025 in each subject and for reading, writing and maths combined.

The % of pupils attaining the **high standard/greater depth** at Bowlee Park School is well above the national average 2025 in each subject and for reading writing and maths combined.

School have taken part in two Maths Hub projects: Mastering Number and Sustaining Work Group. Engagement with these has enabled school to further enhance the quality of maths teaching and to accelerate progress for all pupils, including PP.

There has been a significant focus on establishing and embedded proven teaching and learning approaches to support knowledge acquisition and retention, with a focus on questioning. High quality CPD, monitoring and action has further enhanced the quality of the curriculum and teaching in all subjects supporting progress for all pupils, including PP.

Provision for pupils with SEND has been audited and revised based on the EEF recommendations. Monitoring evidences high quality support and provision for pupils with SEND; needs are accurately assessed and established and provision is well matched to needs.

All PP pupils, have access to high quality digital learning resources to reinforce learning in school and at home. They are matched to the curriculum and support spaced practice and retrieval. This contributes to accelerate pupil progress and higher attainment.

Staff accessing the Elklan training have been trained in the use of the online assessment tool, planning and teaching well comm groups. This allows for an additional well comm intervention group specifically aimed at PP SEND children

Monitoring evidences that teachers are using Rosenshine's principles in their teaching and this is supporting children to effectively understand and retain knowledge. Improved oracy for PP pupils has been evident in lesson observations and events such as assemblies; this has led to further improvements pupil confidence, projection, discussion and interaction, thinking skills and adult questioning.

Developing staff expertise across the primary phase means that PP pupils with communication challenges can access the most appropriate support to close gaps in their speech, language and communication skills. This especially important at a time when there is a year-long wait for input from speech and language therapy in clinic.

LBQs is being used in Y3, 4, 5 and 6 to enable teachers to quickly and accurately assess pupil knowledge and understanding and to address any identified gaps. It is also used to enable pupils to undertake spaced practice and retrieval to support the long-term retention of concepts.

Through the additional TA support in Nursery, a love of reading and books is established, as are good routines for reading at home.

PP pupils in Y6 have made excellent progress in writing over the year due to the targeted teaching, support and intervention.

Teaching assistants effectively support the well-being and learning of PP pupils. They have contributed to PP pupils making accelerated progress in a range of curriculum areas.

Speech and language therapy continues to ensure that children with speech and language needs are identified promptly and appropriate provision is provided to allow them to develop the communication skills they need to access the school curriculum.

Specialist ICT lesson support has meant that the school is able to teach creative, progressive and challenging lessons covering all aspects of the Computing Curriculum using a variety of equipment and resources, Chrome books, iPads, physical computing etc. Pupils are aware of the risks associated with the Internet and have a clear understanding of what to do to keep safe online.

PP funding provides all children with the opportunity to access quality first sports teaching and extra-curricular provision. The large number of PP children involved in regular competitive sport is an indicator of how this funding is being used to raise confidence & self-esteem as well as standards of performance in these children. Our curriculum also ensures that PP children experience a wide range of physical activities which broadens their knowledge of PE and sport prior to attending secondary school.

PP funding ensures that all children at Bowlee Park have the opportunity to learn how to swim proficiently by increasing the amount of time that they spend in the pool during their time here. The positive effect of this can be seen in the numbers of children achieving the NC swimming targets which have increased year on year since the dedication of extra funding to this area of the curriculum. The addition of top-up sessions, paid for by school, sees more of our PP children who have yet to meet the NC targets achieve the 25m unaided benchmark.

PP pupils meet with their teacher for a 1:1 mentoring session termly to review their progress and to set targets. Teachers and pupils express that this is a useful and positive process and focusses minds on ensuring PP are a high priority and are targeted throughout the term.

Attendance is being closely monitored however attendance continues to be a challenge. Figures for 2022-23 PP are: 92.5% overall attendance and 25.72% PP pupils were persistent absentees. This is below 94% NA overall attendance and above national average PA for primary schools (17.2%).

FLO workers support PP families with a range of issues including; attendance, housing, behaviour and through this support, to support learning and progress in school.

A revised trips, visitors and experiences programme has been devised to build the cultural capital of disadvantaged pupils. Disadvantaged pupils have accessed a subsidised trips and experiences to support curriculum delivery and to broaden their experiences.

PP children have had access to and are prioritised for a range of after school clubs covering sports, arts and games. This supports their curriculum learning and personal development.

All disadvantaged pupils' access specialist music tuition. Children at school enjoy music and have been able to perform again for friend and family. All children celebrated World Music Day and experienced workshops with visiting musicians.

All disadvantaged pupils access high quality art lessons. The Art curriculum is designed to enable children to embed the skills needed to produce their own pieces of art, design and craft. It gives them a good knowledge of artists from around the world as well as art history and it allows them to think critically about art and design so they can evaluate styles and techniques of artists and appraise pieces of art work.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	None

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None
What was the impact of that spending on service pupil premium eligible pupils?	None