# Pupil Premium Strategy Statement: Bowlee Park Community Primary School 2025-26

| 5. Planned provision and rationale for action (numbered link to PP plan on website) | Cost from PP | Monitoring / Evidence of Impact / Review |
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| **Enhancement of maths teaching (1*)**<br>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD | £4,000 | Monitoring of maths teaching as part of monitoring schedule, maths end of year outcomes |
| **Teaching and Learning CPD and Monitoring (2*)**<br>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. Including staff training weekly meetings. | £6,000 | SLT to monitor through learning walks and lesson observations, focus on requirements of new OFSTED framework. |
| **CPD to enhance provision for SEND (3*)**<br>Enhancement of provision for pupils with SEND so that DP pupils with SEND are provided with excellent teaching and provision that supports achievement and enjoyment of school. | £3,000 | Inclusion lead to monitor plans. SLT to focus on SEND as part of lesson observations |
| **Curriculum Resources – to enable high quality home learning (4*)**<br>Purchase of maths and reading online teaching and learning programmes to support and secure home learning by improving the quality. My Maths – £2,000 RWI Portal - £2,050, LBQ - £5,000, Spelling Shed - £200 Total £9,250 | £3,000 | Review the use of resources and how they support home learning - annual |
| **myHappymind (5*)**<br>A mental health and well-being programme built around science, research, neuroscience, and positive psychology, and focuses on preventative strategies rather than reacting only to mental health | £0 | Monitor and review impact – currently no cost to school but may have fin. Implications in subsequent years |
| **Reading (6*)**<br>Enhancement of our reading teaching and curriculum planning in line with DfE reading framework including the purchase of reading resources | £4,000 | Reading lead to monitor teaching and outcomes |
| **Phonics Support Reception/Year 1/Year 2 (7*)**<br>Additional support for DP pupils to support accelerated learning of phonics through daily 1:1 sessions. This has been developed in school over the past 6 years and outcomes demonstrate the effectiveness of our strategies in ensuring DP pupils pass the phonics check at end of Y1. Support continues in Y2 where this has not been achieved. Approx. 1 x FTE TA1 – increased due to need for pupils to catch up as a result of missed learning due to COVID. | £15,000 | Observations of phonics 1:1<br>Regular assessment of phonics<br>Termly assessment<br>Phonics test data – HC lead |
| **RWI Training Portal (8*)**<br>To build teacher and TA expertise in delivery of Phonics teaching and intervention. | £2,000 | RWI lead to monitor quality of T&L. Phonics screening |

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| **Additional Staff in Nursery/Reception: 2 x TA1 (9*)**<br>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. | £30,000 | Observation of programme delivery. Performance management, Termly assessments/report – HC lead |
| **Additional Support in Nursery – 1 xTA2 and 1 x TA1 FT (10*)**<br>To provide support to develop early reading skills and accelerate progress. This has been running for 4 years and has been highly effective in embedding early reading habits in nursery pupils. Work has linked with the parent role in supporting reading through visits to the library. School data shows DP pupils make rapid progress in developing early reading skills through this work. | £45,000 | Obs of reading sessions<br>End of term/year assessment /evaluations – HC Lead |
| **Additional Teaching Staff Year 6; 0.6 teacher (11*)**<br>Y6; 120 pupils set across 4.5 teachers to significantly reduce teaching group size for DP pupils in English and maths and ability based teaching to secure achievement at the national standard. This approach has been successfully used over the past 6 years and school data demonstrates a strong impact on accelerating progress for DP pupils. | £45,000 | Learning walks, lesson obs, Termly assessments in R, W and maths. End of term YGL report for classes and groups, Y6 SAT data – ST lead |
| **Additional highly skilled TA support across KS1/KS2 (12*)**<br>Support is 3 TAs across 4 classes in a year group in all classes to enable a range of additional programmes and other support for DP. Funding is used across the 26 classes in school ensuring we have highly skilled teaching assistants working with class teachers in every classroom. All class TAs are trained to at least level 3 and further trained through access to professional development. This ensures that they are highly effective in supporting teaching and learning. They support DP pupils both individually and within groups to ensure they make rapid progress in their learning | £60,000 | Lesson observations of TA work<br>Performance management<br>Outcomes from programmes are measured |
| **Speech Therapy – TA3 FT (13*)**<br>To deliver high quality Speech and Language Therapy programmes as required and support DP pupils throughout school where speech and language needs are identified, with a focus on early years intervention. Where parents have not attended appointments, school have continued with the speech therapy required. Since delivering SaLT in school more DP pupils have had their needs met in this area as a result of less reliance on parents to deliver the programmes. Highly skilled school staff deliver regular support to individuals and small groups. School data shows these pupils make progress in developing speech and language skills. | £25,000 | Observations of SaLT delivery<br>Regular assessments<br>Termly report – MH/HC lead |
| **PE Specialist Sport Technician (14*)**<br>To deliver high quality sport for DP pupils. PE teacher and technician deliver lessons across all classes in school. This ensures the quality in every year group. Pupils respond well to this and enjoy their lessons. Participation in sport has increased significantly. For DP pupils it has enabled their talents in sport to be recognised and developed. This has led to raised self-esteem for many pupils. | £40,000 | Termly report to governors<br>End of year assessments<br>End of year report – MW Lead |
| **Specialist IT Teaching and Learning support – TA4 (0.8) (14*)**<br>Specialist TA4 to teach computing within lessons and ensure DP pupils make good progress in this important curriculum area. | £15,000 | End of term reports and end of year assessment of pupil progress – CS/SA |
| **DP individual termly meeting with class teacher (15*)**<br>To provide all DP pupils (Y3-Y6) with an opportunity to identify barriers to learning and support required. | £6,000 | YGLs to monitor impact |

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| **Attendance Officer (16*)**<br>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. | £15,000 | HT monitor action plan and improvements in attendance data |
| **Family Liaison Officer x 2 – FT (17*)**<br>To support DP families with a range of issues incl; attendance, housing, behaviour and through this support to support learning/ progress in school. End of term reports demonstrate the continuing need and also the significant benefits of this support. Families are well supported and helped to provide a stable home life for the children which in turn impacts positively on their well-being and learning. | £56,000 | End of term and end of year reports – EH<br>FLO supervision meetings with HC |
| **Subsidy for school visits and visitors – whole school (18*)**<br>To provide a wide range of experiences for DP pupils to engage in learning.<br>Visits ensure they have the opportunity to access a wide range of cultural and educational experiences. This helps them with their learning. KS2 pupils visit universities and other establishments for higher education and take part in a world of work day. Pupils report how much they enjoy the visits and the work produced evidences the impact this has had on their learning and on raising their aspirations for the future. | £10,000 | Termly report on trips undertaken<br>Governors' reports – SMc<br>Pupil evaluations of visits<br>Y6 leavers' assembly |
| **Other items (19*, 20*,)** These items support DP children's learning through enhancing the quality of the wider curriculum and through the use of specialist staff;<br>Extended School Activities (£13,500) – To provide a range of free activities pupils can access.<br>Specialist class Music (£32,320) – To provide all DP pupils with opportunities to learn to play a range of instruments across KS2 and develop their musical ability through the highest quality provision. £51, 820 | £33,000 | End of term evaluations – HW (music), |
| **Total Allocated £411,650** | **£417,000** | |