



## Pupil Premium strategy statement for Early Years and Primary age pupils 2024/2025



This statement details our school's use of Pupil Premium (2024 to 2025 academic year) 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	Bowburn Primary School
Pupils on roll: 315 Reception to Y6 and Nursery 62 (equivalent part time places)	419 -327 in main school, 92 in nursery (46 full time equivalent)
Proportion (%) of Pupil Premium eligible pupils	24.58% (103 children)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021~2024 Rewritten in 2024
Date this statement was first published and rewritten in September 2024	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Natalie Maughan (HT)
Pupil Premium lead	Claire Foster
Governor / Trustee lead	Stewart Davidson

### Funding overview

Detail	Amount
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 155,828.52 figure at budget setting for 2024-2025 financial year
Total estimated spend this academic year	£155,855

Pupils accessing Pupil Premium funding across the school - 103 pupils  
 Year 6 pupils = 15 PP pupils (14 FSM and 1 ever 6)  
 Year 5 pupils = 16 PP pupils (14 FSM, 2 ever 6 and 1 service child)  
 Year 4 pupils = 24 PP pupils (24 FSM and 1 service child)  
 Year 3 pupils = 23 PP pupils (10 FSM and 3 ever 6)  
 Year 2 pupils = 9 PP pupils (9 FSM)  
 Year 1 pupils = 17 PP pupils (9 FSM)  
 Reception pupils = 8 PP (6 FSM and 2 PP)

#### Pupil Premium strategy plan Statement of intent

Our Pupil Premium strategy adopts a tiered approach to ensure that all children, including those who are disadvantaged, consistently experience high-quality teaching, access targeted academic support, and benefit from a rich curriculum offer and well-rounded education. We provide opportunities that make learning memorable and offer a range of enriching experiences. Strategies embedded include pastoral support for personal, social, emotional and behavioural needs, support to improve attendance and opportunities to enhance character development, alongside diverse opportunities aimed at enriching their cultural capital.

Our staff work with families and external agencies to maintain high aspirations and expectations for all of our children; regardless of background or individual barriers to success. We utilise educational research, such as the Educational Endowment Fund, to guide the use of our resources, including human resources for maximum impact on success in school.

For all children, including those eligible for Pupil Premium, we aim to provide high quality, enriching and inspiring learning opportunities to maximise academic achievement, particularly in phonics and reading. We ensure that all children eligible for Pupil Premium receive timely and consistent support through pre and post teaching opportunities as well as targeted intervention, where needed.

Our ultimate goal at Bowburn Primary School is for children to become well rounded, global citizens who have had rich and varied experiences as part of their Primary School journey.

Our Strategy Plan is strengthened through having a wide range of experienced middle leaders who lead our subject Co-ordinating Teams, thus developing a dynamic and progressive curriculum. The Senior Leadership team ensure that key objectives and priorities throughout the school are identified and monitored regularly which is then fed into our Pupil Premium Strategy by coordinating teams and Class Teachers. Teachers also discuss priorities and objectives for the children in their class with The PP Lead (DHT) which addresses children's needs and means that gaps are identified and targeted at the very earliest opportunity. Early Years Pupil Premium is used to support enrichment opportunities to develop vocabulary and skills in speech and language.

#### Objectives:

- School readiness: Ensure Early Years pupils, particularly those from disadvantaged backgrounds, are equipped with the fundamental skills needed for learning.
- Close the attainment gap: Improve the educational attainment of disadvantaged pupils in core subjects.
- Social and interpersonal skills: Develop children's social and interpersonal skills to prepare them for future life steps.
- Wellbeing and enrichment: Support the mental health, emotional wellbeing and knowledge and experience of the world around them. Increase participation in extracurricular activities to broaden their experiences and skills.
- Parental Engagement: Enhance parental involvement in their children's education to support learning and development at home.
- Attendance and punctuality: Support families to ensure good attendance and punctuality, preventing missed learning opportunities.

## Challenges

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

	Challenge for pupils accessing Pupil Premium
1	Low attainment and lack of progress: Some pupils may struggle with understanding and remembering what they learn, leading to gaps in their knowledge and slower progress compared to their peers.
2	Learning behaviours: Some disadvantaged pupils lack self-confidence and may find it difficult to stay motivated and resilient when faced with challenges in their learning journey.
3	Limited experiences: Our disadvantaged pupils often have fewer opportunities to explore and learn beyond their home and immediate community environments, which can limit their overall growth and development.
4	Attendance: Low attendance rates and persistent absence will result in missed learning opportunities and hinder progress.
5	School readiness: Upon entry into Early Years, a significant number of our disadvantaged pupils exhibit low levels of readiness, particularly in areas such as communication, literacy and language skills.
6	Parental engagement: Engaging parents/carers in their child's education can be challenging, especially when they have negative perceptions or past experiences with the education system.

## 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 Objective and Success Criteria

#### 1. Narrowing the attainment gap

**Objective:** Improve the educational attainment of disadvantaged pupils.

**Success Criteria:**

- Monitoring, evaluation, and review cycles indicate that the vast majority of our teaching is of high quality.
- Books demonstrate good evidence of learning and at least good progress from starting points.
- End of summer 2025 data will show that 100% of disadvantaged children have made expected progress from individual starting points and at least 50% of those achieving Below the expected standard will now achieve Expected.
- Where children have not made expected progress, there will be evidence that intervention and support have been implemented. Analysis of interventions will show that they have had a positive impact on the disadvantaged children's learning and have helped accelerate their progress.
- Consistent implementation of excellent practice and high expectations across the school for reading.
- Assessments and observation show improved outcomes in writing, language, and number for disadvantaged pupils, as evidenced in progress data, engagement, book scrutiny and formative assessment

## **2. Supporting social, emotional and health needs**

**Objective: Support the social, emotional, and/or health needs of disadvantaged pupils so that these needs are removed or alleviated.**

**Success Criteria:**

- The school has established strong relationships with community groups that can offer further support for families.
- SENCO and PSA identify and support families and children, ensuring effective mechanisms are in place to engage with and support parents in managing children's emotional, behavioural or mental health difficulties (e.g., signposting parents to community organisations that can offer support).
- Children feel safe and secure in their community and, as a result, are free to access learning and make good progress.
- Identified children are invited to small group or 1:1 emotional support/therapy sessions (School Councillor).
- Vulnerable disadvantaged children are allocated a designated person who will check in with them regularly and provide support/alleviate barriers.
- Pupil and parent voice (questionnaires) will show that parents and children of disadvantaged families feel supported and that additional barriers are alleviated where possible. (Jan 24)

## **3. Participation in enriching experiences**

**Objective: Ensure disadvantaged pupils participate in enriching experiences and exciting learning opportunities that they might not otherwise have access to.**

**Success Criteria:**

- Pupil voice will show that children enjoy school and have an enthusiastic approach to their learning; with a love of learning instilled in all children. (Jan 24)
- Staff plan a wide range of trips, visitors, and experiences to inspire/enhance learning and make it memorable.
- Children are exposed to a wide range of social, cultural, enrichment, and sporting experiences within and outside the school day.
- Children are provided with a choice of after-school clubs and extracurricular activities, with Pupil Premium children's uptake of these activities tracked and children targeted and encouraged to engage with clubs.

## **4. Improved attendance and reduced persistent absence**

**Objective: Improve attendance and reduce persistent absence among disadvantaged pupils.**

**Success Criteria:**

- Disadvantaged pupils' attendance is at least in line with national attendance averages for non-disadvantaged pupils (95+%).
- Monitoring of attendance by PSA brings about an increase in Pupil Premium pupils' attendance and a decrease in persistent absence.

## **5. Personal development focused on healthy body and mind**

**Objective: Promote personal development, focusing on maintaining a healthy body and mind.**

**Success Criteria:**

- Children are physically healthy and maintain a healthy weight.
- Children have good stamina for learning and high energy levels.
- Children engage in daily exercise and understand the importance of food choices on their ability to learn.
- Data Collection: Regular collection and analysis of data related to Pupil Progress, attendance, behaviour and well-being.
- Review meetings: Termly review meetings involving Senior Leadership, teachers, and support staff to evaluate progress towards Success Criteria.
- Feedback: Gathering feedback from pupils, parents and teachers to inform and adjust strategies.
- Annual report: An annual report summarising the impact of Pupil Premium funding on narrowing the attainment gap and improving educational outcomes for disadvantaged pupils.

## 6. Parental engagement

**Objective: Engaging parents/carers in their child's education success**

**Criteria:**

- Over 90% of Pupil Premium parents attend Parents appointments to review their child's progress
- Parents will access events with their child e.g. stay and play, parents evening to look at children's work books with their child.
- PSA support when required.
- Discuss issues with Nurture staff and SENCO at Parents evening.
- Receive support in accessing Early Help when required.
- Attend SEN reviews and engage in the next steps for their child.
- Support children to attend After School Clubs and other enriching events/trips.

### **Activities planned for 2024 - 2025**

This report details how we intend to spend our Pupil Premium this academic year to address the challenges identified.

#### **Tier 1: Support the Quality of Teaching**

##### **Budgeted Cost: £116,250 for school Intervention**

**Activities:** We recognise the critical role that support staff play in the success of our Pupil Premium children. By investing in support staff, we aim to create an inclusive and nurturing environment where pupils can flourish and reach their potential academically, socially and emotionally. Our investment in additional support staff this academic year is designed to provide targeted support in several key areas:

**Targeted in class support:** Support staff work closely with teachers to offer targeted support to Pupil Premium children during lessons, in order for children to receive the individualised attention they need in order to overcome learning challenges and make significant progress.

**Interventions:** Support staff lead and facilitate targeted intervention tailored to address specific academic gaps. These structured and carefully selected interventions help Pupil Premium children catch up with their peers in key areas such as reading, phonics, writing and maths.

**Emotional, social and personal development:** Support staff regularly check in on the well-being and mental health of our Pupil Premium pupils and provide a reliable and supportive presence, they help to address any social or emotional issues that may arise, ensuring that our children are ready to learn and thrive in a supportive environment.

**Professional development:** A rolling programme of Continuing Professional Development (CPD) for support staff ensures they have the knowledge and skills required to best support the range of needs of our Pupil Premium children. The impact of the CPD program is monitored through our evaluation forms.

**Evidence to support this approach:** Research highlights the importance of targeted support and the positive impact it has on disadvantaged pupils. The Education Endowment Foundation (EEF) emphasises that tailored support, particularly from well-trained staff, can significantly improve outcomes for children facing various barriers to learning.

##### **Attendance Budgeted Cost: £15000**

- Systems to address poor attendance and –punctuality:

We have robust systems in place to monitor and improve attendance and punctuality among our Pupil Premium children. This includes a daily first-day phone call from the office to follow up on absences, PSA and SBM follow up absences and maintain open lines of communication with parents.

- Improved communication with parents: Enhanced communication strategies are used to keep parents informed and engaged. This includes regular updates, parent workshops, invitations to school and providing support where necessary to encourage better attendance and punctuality.

- Overseeing attendance and arranging Early Help: PSA oversees attendance and coordinates with external agencies to arrange Early Help for families in need. This proactive approach helps to address issues before they become significant barriers to learning.
- Access Breakfast Club: To ensure that all children start their day ready to learn, we offer a free breakfast club to those children who school feel will benefit from it. This program not only provides a nutritious start to the day but also supports punctuality and attendance.

## **Tier 2: Enriching Experiences**

### **Budgeted Cost: £10,000**

By investing in the following activities, we aim to provide a rich educational experience that nurtures every aspect of our Pupil Premium children's development. This approach ensures that they not only achieve academically but also grow into confident, capable and well-rounded individuals.

Activities:

**Forest school:** Our Forest School program provides an outdoor learning environment where Pupil Premium children can engage in hands-on, experiential learning. This initiative helps to build confidence, self-esteem, and a connection to nature, fostering a sense of curiosity and exploration. The Forest School sessions are led by qualified staff and are redesigned to enhance pupils' social skills, teamwork and resilience.

**Extra-curricular clubs:** We offer a variety of after-school clubs, that are designed to cater to a wide range of interests and talents. By subsidising these clubs for Pupil Premium children, we ensure that they have equal opportunities to participate, develop new skills and pursue their passions outside the regular curriculum.

**Subsidised wrap-around care:** To support working families and ensure that Pupil Premium children have a safe and stimulating environment before and after school, we offer subsidised wrap-around care on school site.

**Trips and visitors:** As part of our commitment to broadening the experiences of our Pupil Premium children, we organise educational trips and invite visitors to the school to provide valuable real-world learning opportunities. These experiences are integral to our curriculum – bringing learning to life and making the learning memorable.

**Evidence supporting this approach:** Research indicates that enriching experiences beyond the classroom play a crucial role in the overall development of children, particularly those from disadvantaged backgrounds. **The Education Endowment Foundation (EEF)** highlights that extracurricular activities and enrichment opportunities can significantly enhance pupils' social skills, well-being, and academic performance. **Wider Strategies:** Tackling non-academic barriers to success in school.

## **Tier 3 Emotional and social support**

### **Budgeted Cost: £7,000**

**Provide targeted emotional and social support:** We recognise the importance of emotional and social wellbeing on academic success. We offer targeted support to disadvantaged pupils to address their specific emotional and social needs.

**Effective deployment of staff for pastoral needs:** Our support staff are strategically deployed to meet the pastoral needs of our pupils. This includes providing one-on-one support and creating a nurturing environment for those who need it most.

**Vulnerable Pupils:** Due to our staffing structure, we have the capacity for support staff and non-class based SLT to check in with vulnerable pupils. These regular check-ins and support help to alleviate barriers to learning and ensuring that pupils feel supported and valued.

### **Personal Development**

#### **Budgeted Cost: £4350.00**

- Children access the 2 hours PE consistently each week.
- School Sports Partnership Service Level agreement to ensure pupils can take part in festivals and competitions.
- Children are taught healthy lifestyle choices in PSHE lessons.

- Children engage in daily exercise and understand the importance of food choices on their ability to learn - Jump Start Johnny.
- Clubs are enjoyed by Pupil Premium pupils and analysis of data related to the proportion of Pupil Premium pupils is monitored. Club Committee members enjoy free access to clubs and inform Mrs Smith of strengths and ideas for improvement.
- Breakfast Club is offered and healthy breakfast and a sports session offered

### **Parental Engagement**

#### **Budgeted Cost: £3255.00**

- Pupil Premium parents attend Parents appointments to review their child's progress.
- Parents will access events with their child e.g. Stay and Play, parents evening to look at the books with their child.
- Access PSA support when required.
- Discuss issues with Nurture Staff, SENCO and PSA at Parents evening.
- Receive support in accessing Early Help when required.
- Attend SEN reviews and engage in the next steps for their child.
- Support children in attending After School Clubs and other enrichment activities.

**Evidence supporting this approach:** Research by the **Education Endowment Foundation (EEF)** indicates that addressing non-academic barriers such as emotional well-being, social support, and attendance can significantly impact pupils' overall success. Ensuring that children are emotionally and socially supported creates a positive environment conducive to learning. By implementing these wider strategies, we aim to remove barriers to learning, ensuring that our Pupil Premium children are equipped to succeed both academically and personally.

### **Review of outcomes in the previous academic year (2024-2025) Attainment**

#### **Evaluation:**

- Access to high-quality teaching and intervention strategies narrowed the gap between Pupil Premium students and all pupils.
- Targeted support through small groups and 1:1 intervention was regularly reviewed and adjusted during pupil progress meetings to best meet the needs of the children.
- Monitoring showed strong evidence of learning in books and evidence of high pupil engagement observed during learning walks.

#### **Enrichment of experiences Evaluation:**

- Disadvantaged pupils participated in various enrichment activities, supported by Pupil Premium funding and Club analysis ensures that this is monitored.
- These experiences enhance learning and personal development.
- Extra-curricular activities were made accessible to all Pupil Premium children

#### **Attendance Evaluation:**

- Overall attendance aligned with national averages, with targeted support for persistent absenteeism.
- PSA worked with families to address attendance barriers.
- The importance of good attendance was regularly emphasised to parents and pupils.
- Breakfast Club participation positively impacted attendance.

#### **Personal Development Evaluation:**

- Parent and pupil voice indicated a safe and happy school environment.
- Strong relationships between peers, pupils and staff and staff and parents.
- Children received regular emotional support/therapy/pastoral support.
- Healthy eating and exercise were promoted through various school activities.

This comprehensive approach ensures that our Pupil Premium strategy effectively supports the academic and personal development of all our pupils, particularly those who are disadvantaged.

### 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
Rockstar Maths	Maths Circle
White Rose Maths	TrinityMat
Little Wandle	Little Wandle
Letterjoin	Green and Tempest Ltd
Class Dojo	Class Dojo
Reading Plus	Reading Solutions LTD
Beanstalk Reading	Coram Beanstalk
Kapow (ICT/Computing)	Kapowprimary
SPAG.com	SPAG.com
Developing Experts (Science)	Developing Experts
Language Angels (French)	Language Angels
Twinkl	Twinkl