



Pupil Premium Strategy Statement

2025 – 2026

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	Bowes Primary School
Number of pupils in school	482
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Effie Demetriou Headteacher
Pupil premium lead	Effie Demetriou
Governor / Trustee lead	Anne Etchells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£132520

Part A: Pupil premium strategy plan

Statement of intent

Bowes Primary School is committed to helping all children, no matter their experience, become successful learners who are confident individuals and have the strength of character to contribute positively to society.

Our curriculum aims to improve the life chances of all pupils by ensuring each child becomes:

- A successful learner who enjoys learning, makes good progress, achieves well and has a clear understanding of how learning happens.
- A confident individual with a body of knowledge which enables them to live a safe, healthy and fulfilling life.
- A responsible, respectful and active citizen who is empathic and has the strength of character to contribute positively to society including on a range of community and global issues.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

Challenge Number	Details of Challenge
1	Communication and Language: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent amongst our disadvantaged pupils than their peers. 18% of SEN pupils at the school are disadvantaged, 59% of those pupils have communication and language needs.
2	Reading: In 2024, the Year 1 Phonics assessments show that disadvantaged pupils achieved <u>higher</u> than their national peers – with a difference of +12%. In 2024, Year 2 Phonics assessments show that disadvantaged pupils achieved <u>in line</u> than their national peers. In 2024, KS2 reading outcomes show that the overall percentage of disadvantaged pupils who achieved the expected standard was <u>lower</u> than their national peers – with a difference of -16%. In 2023, KS2 reading outcomes show that the overall percentage of disadvantaged pupils who achieved the expected, and higher standard, was <u>higher</u> than their national peers.
3	Maths: In 2024, the Year 4 Multiplication Check outcomes (scoring 25 out of 25) show that disadvantaged pupils performed <u>lower</u> (-7% difference) than their national peers. In 2024, at the end of KS2 , the overall percentage of disadvantaged pupils who achieved the expected standard was <u>lower</u> than their national peers (-8% difference). In 2023, the overall percentage of disadvantaged pupils who achieved the expected standard was <u>higher</u> than their national peers (+1% difference).
4	Attendance: Last academic year, school absence for disadvantaged pupils was <u>higher</u> than the national average. Persistent absence for disadvantaged pupils was <u>higher</u> than the national average, Punctuality: Over the last academic year, lateness amongst disadvantaged pupils (3.7%) was generally <u>higher</u> than for non-disadvantaged pupils.
5	Wellbeing and Personal Development: Our assessments, including wellbeing checks, observations and discussions with pupils and families, have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. We have noted that many disadvantaged pupils do not have access to the corpus of knowledge, experiences and opportunities that build their cultural capital and which should be the entitlement of every child – a knowledge which will help close gaps and raise attainment across the whole curriculum.
6	Early Years: On entry baseline assessments for disadvantaged pupils, it shows low starting points in many areas of the EYFS Framework, with lower communication and language skills.

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
Improved communication and language skills amongst disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Pupils acquire an extensive range of vocabulary from a language rich environment that can be used in context.
Supporting disadvantaged children to make accelerated progress in phonics and reading , towards end of year expectations; reducing the gap between disadvantaged and non-disadvantaged children in all year groups.	<ul style="list-style-type: none"> End of KS2 reading outcomes show that disadvantaged pupils achieve in-line or above the national average of their peers, at both the expected and higher standard. Disadvantaged pupils maintain high attainment in the Y1 phonics test, and Y2 phonics retakes.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> End of KS2 maths outcomes show that disadvantaged pupils achieve in-line or above the national average of their peers, at both the expected and higher standard. Disadvantaged pupils achieve in-line or above the national average of their peers in the Y4 Multiplication Check.
To achieve and sustain improved attendance for disadvantaged pupils.	<p>Sustained high attendance by:</p> <ul style="list-style-type: none"> 95% attendance target achieved for disadvantaged pupils Attendance team meet regularly to track and identify families and children requiring support with attendance. Identification of barriers to attendance and signposting of services to identified families/groups is clear and consistent, using Early Help. The percentage of disadvantaged pupils who are persistently absent is below or in line with national other.

<p>To achieve and sustain improved wellbeing and personal development and enriched cultural capital for our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations; • a significant increase in participation in enrichment activities, supported financially and actively encouraged by the school. • Providing pupils with access to resources, such as books, libraries, clubs and life experiences. • Providing pupils with the opportunity to attend/visit places they would not usually be exposed to as part of the school curriculum, with their peers. • Identified families benefiting from early help; impacting attendance, social and emotional and learning behaviours. • Pupils are able to articulate high aspirations for themselves and their futures, having knowledge of the wider world around them.
<p>To develop early language and vocabulary acquisition as well as motor skills to improve attainment for disadvantaged pupils at the end of EYFS.</p>	<ul style="list-style-type: none"> • GLD for disadvantaged pupils at the end of Reception is in line with national and local averages. • Communication and Language assessment for the GLD shows a reduced disadvantage gap. • Impact of high-quality oracy teaching and carefully planned interventions shows rapid progress for identified disadvantaged pupils.



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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will continue to engage with the Voice21 tools and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Reading</p> <p><u>Phonics</u></p> <p>Continue with the on-going training of our staff in phonics teaching, using the Read Write Inc strategies. Further support this training through the purchase of online training and teaching materials.</p> <p><u>Comprehension</u></p> <p>Continue to embed Reading Detectives (based on MIDAS strategies) to teach inference strategies, ensuring all staff are trained, resources are updated and teaching is consistent across the school.</p> <p>Promoting a love for reading by ensuring all children have access to current and engaging texts through the class and the school library.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Research by Leicester University shows strong evidence that Inference training raises attainment in reading comprehension.</p> <p>The Reading Framework emphasises the importance of organising books so that they are accessible and attractive to readers, providing choice and regularly refreshing stock by introducing different books.</p>	1, 2

<p>Maths</p> <p>Planning and teaching across the school is guided by Maths Mastery. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Early Years</p> <p>Ensuring high quality EYFS teaching of Communication and Language by all staff through focused training, ensuring high quality interactions for all children.</p>	<p>There is a strong evidence base for the impact of communication and language approaches in EYFS. 'Approaches usually involve an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills.' ((EEF, Early Years Toolkit) (SHREC))</p> <p>Best Start in Life Research Review</p>	<p>6</p>
<p>Staff Coaching and Development</p> <p>Programme of support for targeted staff is implemented- including modelling, team teaching and opportunities to plan and reflect with their coach.</p>	<p>Evidence suggests the potential of Coaching for improving student attainment through developing high-quality teaching (Kraft et al, 2018). The model incorporates many mechanisms of effective professional development (EEF, Professional Development Guidance Report).</p>	<p>1, 2, 3, 4, 5, 6</p>

Targeted Academic Support

Budgeted cost: £60,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted phonics support provided by specialist teacher for individual pupils/small groups from Reception to Year 6.</p> <p>-Additional phonics interventions, delivered by staff, targeted at disadvantaged pupils who need additional support with decoding.</p>	<p>High quality structured interventions can support pupils who are struggling with literacy. 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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Fully fund and provide school-led tutoring for targeted pupils- after school interventions, led by qualified teachers.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p>Regular 1:1 reading with targeted children</p>	<p>We have found that one-to-one reading support improves children's confidence and enjoyment they gain from reading and supports fluency for children who have less support reading at home.</p>	2
<p>Continue to provide opportunities for pupils to engage in IDL Maths and Reading programmes.</p>	<p>The effectiveness of IDL – A summary of Research</p>	2, 3
<p>Continue to identify vulnerable pupils who will benefit from emotional support provided by experienced Pastoral and Learning Manager.</p>	<p>More frequent behaviour and mental health difficulties for disadvantaged pupils versus non disadvantaged pupils impacts on their academic progress.</p>	5

Wider Strategies

Budgeted cost: £34,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised extra-curricular activities and trips, to ensure that all our children can access the full range of opportunities offered to enhance the curriculum, including:</p> <ul style="list-style-type: none"> • Subsidised places at after school clubs; • Subsidised/free places on residential in Y4, Y5, Y6; • Subsidised trips including external trips, workshops; • Subsidised clubs; • Subsidised EMS music tuition. 	<p>Participation in extracurricular arts and sports have a range of wider benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance (EEF, Teaching & Learning Toolkit). Children gain hugely from these experiences, including learning to be independent, bonding with their classmates, taking risks, making decisions. EEF/ Sutton Trust research on Cultural Capital.</p>	5
<p>Pastoral Lead support- SEMH for targeted pupils and family support/ attendance, housing, benefits and wider services</p>	<p>Nationally, referrals to support mental health concerns in children continue to be high. The ongoing impact of the pandemic has increased reliance on housing and support services and impacted waiting lists. Pastoral care in schools is essential in identifying families in need of support and bridging the gap where access to services is limited. More intensive and sustained support parental engagement may be needed (EEF, Parent Engagement Guidance Report).</p>	5
<p>Attendance Officer and designated member of SLT oversee attendance and work with EWO one day a week to improve school attendance by working with families providing advice and support.</p> <p>Training and release time for staff to develop and implement new procedures.</p>	<p>There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance EEF, Parent Engagement Guidance Report</p>	4, 5

Introduction of Art Therapy sessions with specialist teacher for disadvantaged pupils.	EEF toolkit - Arts participation (+3 months)	1, 5
A varied program of Parent workshops.	Parental engagement with the school is key to the ongoing development of the child.	4, 5

Total budgeted cost: £134,100

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Early Years Foundation Stage, phonics check results, key stage 2 performance data, and our own internal assessments.

KS2

In Year 6, the school had a cohort of 21 pupils who were disadvantaged.

5 of these pupils had SEND – 3 had an EHC Plan

The attainment of disadvantaged pupils achieving the expected standard in Reading, Writing and Maths combined (76%) was **above** National for all pupils and **broadly in line** with national non-disadvantaged pupils. **Bowes is consistently narrowing/closing the gap.**

The attainment of disadvantaged pupils achieving the higher standard in Reading, Writing and Maths combined (10%) was **above** National for all pupils and **broadly in line** with national non-disadvantaged pupils. **Bowes is consistently narrowing/closing the gap.**

The school looked at comparing the gap in attainment of all subjects (between disadvantaged pupils and National non-disadvantaged pupils) at the end of 2023 to 2025. It was identified that the gap in 2023 and 2025 was closed completely, with a small gap in 2024. **This positive trend reinforces Bowes Primary's commitment to inclusion and high-quality education for all pupils, especially those from disadvantaged backgrounds.**

Year 1 - Phonics

In Year 1, the school had a cohort of 6 pupils who were disadvantaged.

83% of these pupils (5 out of 6) passed the phonics screening check.

The 1 pupil who did not pass the phonics screening check is on the SEND register.

Disadvantaged pupils achieved broadly in line with non-disadvantaged pupils in the phonics screening check.

Year 2 – Phonics Re-check

In Year 2, the school had a cohort of 11 pupils who were disadvantaged.

100% of these pupils have passed the Phonics Screen Check by the end of KS1.

EYFS

In the Early Years Foundation Stage (EYFS) the school had a cohort of 6 pupils who were disadvantaged.

50% of these pupils (3 out of 6) achieved a Good Level of Development (GLD) by the end of the year.

Attendance

The attendance of disadvantaged pupils has improved from 2023 to 2024, and has remained similar from 2024 to 2025. Overall attendance of disadvantaged pupils for the academic year ending in September 2025 was 3%. This was 0.02% higher than in 2024. Absence among disadvantaged pupils was 2.1% higher than their peers in 2024/25.

Most pupils who were entitled to extra-curricular clubs/wrap-around care took up the offer this year. Attendance improved for these pupils as a result of this. The school will continue to develop its offer of clubs further for these pupils and to monitor their attendance. The uptake of extra-curricular clubs is particularly high for disadvantaged pupils and those with SEND. The school runs a popular enrichment programme throughout the year, including school holidays, for pupils who need a boost in their cultural capital.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally Provided Programmes

Programme	Provider
NELI	Nuffield foundation-funded academics
1:1 Maths Tuition	Third Space Learning
Oracy Programme	Voice 21
Spelling and Literacy Programme	EdShed (spelling + literacy)
Maths Mastery	Ark Curriculum +
Personal Development – news resource	Picture News Ltd
Humanities and Science Programme	PKC Partnership
MyiMaths	Oxford University Press
RWI Online Phonics	Ruth Miskin
RWI eBook Library	Ruth Miskin
Times Tables Rock Stars	Maths Circle Limited
IDL Maths and Reading	International Dyslexia Learning Solutions
Handwriting Programme	Letter Join
Rights Respecting Membership	Unicef

Further Information

Additional activity

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.