



Pupil Premium Strategy Statement

2023 – 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bowes Primary School
Number of pupils in school	501
Proportion (%) of pupil premium eligible pupils	19.32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Effie Demetriou Headteacher
Pupil premium lead	Effie Demetriou
Governor / Trustee lead	Rachel Rees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,818
Recovery premium funding allocation this academic year	£15,696
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£171,514

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 emphatic 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	Phonics: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Attendance: Over the last year, attendance has been lower than the 2019 “national” for all pupils, with disadvantaged pupils having greater persistent absence. Punctuality: Over the last academic year, lateness, amongst disadvantaged pupils was generally higher than for non-disadvantaged pupils.
3	Oral language skills and vocabulary gaps: 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 among our disadvantaged pupils than their peers.
4	Maths: End of year 2021 teacher assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in most year groups.
5	Emotional and social difficulties: Our observations show that many disadvantaged pupils need extra support and guidance in the management and self-regulation of their emotions and feelings often due to complex family situations.
6	Parental engagement and support: Our observations show there is a lack of parental engagement and support amongst our disadvantaged cohort of pupils.
7	Impact of the pandemic: Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing, oracy and maths. We have also identified a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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 reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard. • Disadvantaged pupils maintain high attainment in the Y1 phonics test.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 4%, with no gap between disadvantaged and non disadvantaged pupils.
Improved oral language skills and vocabulary among 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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 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, particularly among disadvantaged pupils. • 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. • Ensuring each disadvantaged pupil will attend at least one after school enrichment club each year. • Providing pupils with books and maths resources at home.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Parental engagement	<ul style="list-style-type: none"> • Parents have positive experiences with the school. • More parents attending learning conversations, class assemblies, concerts, parent workshops, volunteering and come learn with me events. • Pupils engage more with home learning.

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: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff (teachers and teaching assistants) in the principles and practice of first quality teaching is the most important lever to improve outcomes for all pupils, particularly disadvantaged pupils.	EEF Guide to the pupil premium Ofsted Report on the Effective use of Pupil Premium EEF Guidance report: Making best use of Teaching Assistants. Early Career Framework	1-7
Enhancement of our phonics teaching through whole school training of Read Write Inc supported by the purchase of online training and teaching materials.	Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3, 7
Enhancement of our maths teaching and curriculum planning, through purchase and use of the Mathematics Mastery Programme .	<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>The EEF guidance is based on a range of the best available evidence.</p> Improving Mathematics in Key Stages 2 and 3.	3, 4, 7
Continue to use MIDAS inference strategies to support teaching of Inference.	Research by Leicester University shows strong evidence that Inference training raises attainment in reading comprehension.	3, 7
Continue to implement and embed a knowledge rich curriculum to enhance cultural capital and social justice. This will involve the purchase of subject schemes of work, created by specialists, to adapt for the needs of our pupils.	Ofsted's research into the curriculum highlighted the importance of access to a progressive, sequential, knowledge rich curriculum for all pupils, as a significant lever to help reduce economic and social inequality.	1, 2, 4, 7

Targeted Academic Support

Budgeted cost: £85,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics support provided by specialist teacher for individual pupils/small groups from Reception to Year 6.	Phonics Toolkit Strand Education Endowment Foundation EEF	1
Introduce NELI programme in Reception led by two Deputy Headteachers to support the development of language and oracy.	EEF guidance - Preparing for literacy - additional 4 months progress; EEF toolkit - Communication and language approaches (+6 months progress)	1, 3, 6
High quality TA led interventions in English and Maths.	EEF guidance - Making best use of TAs - recommendation 5	1, 3, 4, 7
One to one tutoring via Third Space Learning for individualised targeted maths support.	EEF - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	4, 7
Continue to provide opportunities for pupils to engage in IDL Maths and Reading programmes.	The effectiveness of IDL – A summary of Research	1, 3, 4, 7
Continue to identify vulnerable pupils who will benefit from emotional support provided by experienced Pastoral and Learning Manager.	More frequent behaviour and mental health difficulties for disadvantaged pupils versus non disadvantaged pupils impacts on their academic progress.	5, 6

Wider Strategies

Budgeted cost: £37,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 6, 7
Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed.	EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months).	5, 6, 7
Curriculum focuses on resilience and mental health of pupils.	EEF - Children's University project	5, 7
Experiences and visitors planned for all pupils across the year with financial support given to disadvantaged pupils.	EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)	7
Continue to subsidise/provide free Breakfast Club and After School Club for targeted families	EEF - Children's University project	6, 7
Subsidised EMS music tuition	EEF toolkit - Arts participation (+3 months)	5, 7
Introduction of Art Therapy sessions with specialist teacher for disadvantaged pupils.	EEF toolkit - Arts participation (+3 months)	5, 7
A varied program of Parent workshops.	Parental engagement with the school is key to the ongoing development of the child.	6

Total budgeted cost: £146,100

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 2022/23 academic year using Early Years Foundation Stage, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

KS2

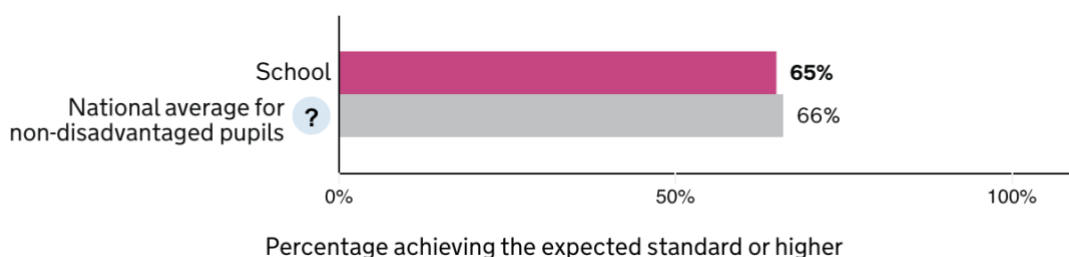
In Year 6, the school had a cohort of 23 pupils who were disadvantaged.

6 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 was broadly **in line** with National non-disadvantaged pupils. **Bowes has closed the gap.**

Percentage of disadvantaged pupils achieving the expected standard or higher

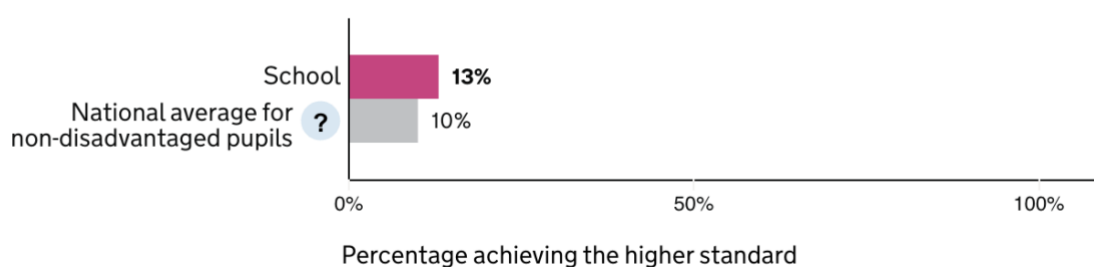
Number of disadvantaged pupils = 23



The attainment of disadvantaged pupils achieving the **higher** standard in reading, writing and maths combined was **higher** than National non-disadvantaged pupils **indicating a significant achievement in closing the performance gap between these groups.**

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 23

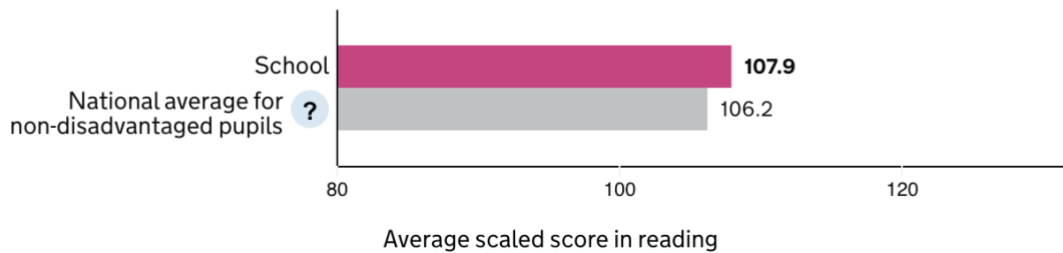


The average scaled score for disadvantaged pupils in Reading and Maths is **higher** than the National average for non-disadvantaged pupils.

Average scaled score for disadvantaged pupils in:

Reading ?

Number of disadvantaged pupils = 23

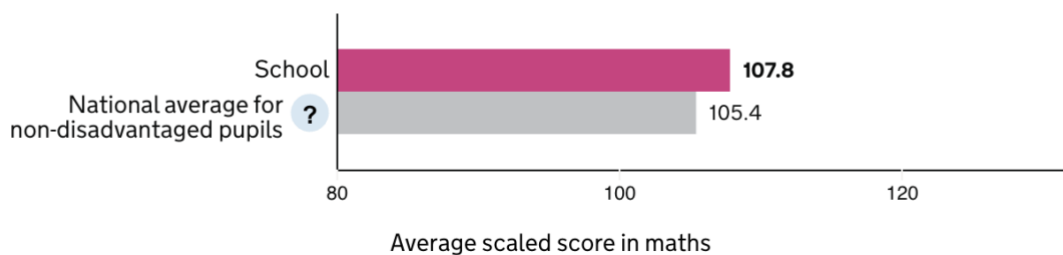


[Explore data in detail](#)

[View pupil breakdown](#)

Maths ?

Number of disadvantaged pupils = 23



The progress of disadvantaged pupils (21 pupils) was **higher** than the National average for non-disadvantaged pupils in **all subjects**.

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	0.85	1.12	1.43
Confidence interval ?	-1.8 to 3.5	-1.5 to 3.7	-1.1 to 4.0
Number of disadvantaged pupils	21	21	21
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils ?	0.43	0.36	0.51

The attainment of pupils achieving the **higher standard** was above the national average of non-disadvantaged pupils in **all individual subjects**.

The attainment of disadvantaged pupils achieving the expected standard in English Grammar, Punctuation and Spelling (61%) was **lower** than the national average for non-disadvantaged pupils (78%). Having looked closely at the test papers, it was identified that the children lost the majority of their marks on the spelling paper, which had an impact on their overall mark. The heightened school focus on the early phonics instruction hopes to improve spelling skills.

The attainment of disadvantaged pupils achieving the higher standard in English Grammar, Punctuation and Spelling (35%) was **in line** with the national average for non-disadvantaged pupils (35%).

The school looked at comparing the gap in attainment of all subjects (between disadvantaged pupils and National non-disadvantaged pupils) at the end of 2022 and the end of 2023. It was identified that the gap has **decreased dramatically**.

Reading – 27% decrease in the gap.

Writing – 34% decrease in the gap.

Maths – 47% decrease in the gap.

Year 2 – Key Stage 1 Statutory Assessments

In Year 2, the school had a cohort of 17 pupils who were disadvantaged.

Reading – 59% of pupils achieved the expected standard and 6% achieved greater depth.

Writing – 47% of pupils achieved the expected standard and 6% achieved greater depth.

Maths – 59% of pupils achieved the expected standard and 6% achieved greater depth.

Disadvantaged pupils achieved below school and national NDA pupils in each subject at the expected level and greater depth, however the gap has closed by at least 10% in all subjects since 2022.

Year 1 – Phonics

In Year 1, the school had a cohort of 10 pupils who were disadvantaged.

70% of these pupils (7 out of 10) passed the phonics screening check.

All 3 pupils who did not pass the phonics screening check are on the SEND register – 1 pupil has an EHC Plan.

Year 2 – Phonics Re-check

In Year 2, the school had a cohort of 17 pupils who were disadvantaged.

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

The 1 pupil took the re-check in Year 2, passed the test.

EYFS

In the Early Years Foundation Stage (EYFS) the school had a cohort of 10 pupils who were disadvantaged.

80% of these pupils (8 out of 10) achieved a Good Level of Development (GLD) by the end of the year.

Disadvantaged pupils achieved better than non-disadvantaged pupils by the end of the EYFS in 2023 (disadvantaged pupils – GLD 80% / All pupils – GLD 76%).

Attendance

The attendance of disadvantaged pupils improved slightly from 2022 to 2023. Overall attendance of disadvantaged pupils for the academic year 2022/23 was 90.03%. Compared with national disadvantaged pupils (88.6%), Bowes school was higher

Absence among disadvantaged pupils was 2.89% higher than their peers in 2022/23 and persistent absence 13.83% higher. We recognise this gap is too large, which is why raising the attendance of our disadvantaged pupils is a focus on our current plan.

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.

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.