

# Bowness-on-Solway Primary School

## Pupil Premium Strategy Statement

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   | Bowness-on-Solway Primary School |
| Number of pupils in school  | 40 + 3 preschool                 |
| Proportion (%) of pupil premium eligible pupils                         | 20%                              |
| Academic year/years that our current pupil premium strategy plan covers | 2024-25 – 2027-28                |
| Date this statement was published                                       | Autumn 2024-25                   |
| Date on which it will be reviewed                                       | Autumn 2025-26                   |
| Statement authorised by   | Stuart Walsh,<br>Headteacher     |
| Pupil premium lead  | Stuart Walsh,<br>Headteacher     |
| Governor / Trustee lead   | Ian Grainger, Finance<br>Chair   |

### Funding overview

| Detail  | Amount               |
|---|----------------------|
| Pupil premium funding allocation this academic year   | £1,480 x 8 = £11,840 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0                   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £11,840              |

# Part A: Pupil premium strategy plan

## Statement of Intent

Our intent with regard to the Pupil Premium strategy aligns with our published school vision and values, notably the focus on inclusion for *all* pupils, our desire to empower individuals and our resolve to facilitate achievement for all.

Every child is seen as an individual whilst also each being an important part of the community which we value so much. Therefore, our intent is for all pupils to enjoy full access to the school curriculum through the removal of barriers and guaranteed access to substantial, effective adult support which includes personalised challenge so that every child can be happy and safe, whilst engaging in highly successful learning.

The cultural capital of all pupils is paramount so we ensure that no pupil misses out: everyone is included and engaged with a broad range of experiences and opportunities in order to ensure good well-being and preparedness for the future.

As a collective staff and community, our intent is that every pupil leaves Bowness-on-Solway school equipped with the key skills associated with independence, confidence, knowledge and citizenship so that they can enjoy a happy and productive life, and can support others to do the same.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Pupils with complex needs, including speech and language, social communication, working memory and attention difficulties.  |
| 2                | Assessments and observations suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3                | Limited life experiences and opportunities to experience enrichment opportunities due to their SEND / disadvantage.   |
| 4                | Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.  |

## 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   |
|---|--|
| Pupils make at least expected progress in reading, writing and maths.   | Data will indicate a closing of the gap in progress made between PP and non-PP.  |
| Increase reinforcement in reading and maths at home and in school.  | An increase in reading ages and mental maths for PP pupils is in evidence.   |
| Pupils access an appropriate range of interventions to meet SEND needs as appropriate, including speech and language. | As SEND needs are being addressed, PP pupils meet their targets set in R,W,M as a minimum.   |
| Pupils access a wide range of enrichment experiences both in and out of school.                                       | Pupil voice to reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work to be developed.  |
| Improved oral language skills and vocabulary among disadvantaged pupils.  | Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |

## 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: £4,640

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Subscription to a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>1, 2</p>                   |
| <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 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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>   | <p>1, 3, 4</p>                |
| <p>Retention of staff to ensure high staff to pupil ratios plus 1:1 and small group work for disadvantaged pupils.</p>  | <p>EEF evidence finds that, <i>Small group tuition has an average impact of four months' additional progress over the course of a year... One to one tuition and small group tuition are both effective interventions.</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> | <p>1, 3, 4</p>                |

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

Budgeted cost: £5,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <ul style="list-style-type: none"> <li>● Quality first teaching for all pupils.</li> <li>● Maths and English are high priority on school improvement plan.</li> <li>● Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</li> </ul>  | <ul style="list-style-type: none"> <li>● EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</li> <li>● Sutton Trust – quality first teaching has direct impact on student outcomes.</li> <li>● Training and supporting highly qualified teachers deliver targeted support.</li> </ul>   | 1, 2, 4                       |
| <p>Subscribe to web-based programmes to be used in school and at home:</p> <ul style="list-style-type: none"> <li>● Speech Link</li> <li>● IDL</li> <li>● Purple Mash</li> <li>● Doodle</li> <li>● Discovery Education</li> <li>● Letter Join</li> </ul>  | <p>EEF toolkit: parental engagement.</p> <p>EEF guide to pupil premium: targeted academic support</p> <p>EEF – digital technology: clear evidence that technology approaches are beneficial for writing and maths practice.</p>  | 1, 2, 4                       |
| <ul style="list-style-type: none"> <li>● TAs deliver timetabled interventions to pupils identified as in need.</li> <li>● Speech and language therapist supports SENCO / TAs to plan and deliver speech interventions.</li> <li>● Staff trained to deliver <i>Drawing &amp; Talking</i> therapy in support of identified pupils.</li> </ul> | <ul style="list-style-type: none"> <li>● EEF – oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> <li>● High quality small group interventions.</li> <li>● Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.</li> <li>● Specialists lead CPD sessions and clinics with individual pupils and staff.</li> <li>● Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</li> </ul> </li> </ul> <p>EEF: social and emotional learning improves interaction with others and self-management of emotions. This impacts on attitudes to learning and social relationships in school, which increase progress and attainment.</p> | 1, 2, 3, 4                    |

|   |   |   |
|---|---|---|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2 |
|---|---|---|

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

Budgeted cost: £1,700

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <ul style="list-style-type: none"> <li>● Cultural capital experiences promoted in the curriculum.</li> <li>● Funding of educational visits including residentials for PP.</li> <li>● PP supported to attend off-site sports events.</li> <li>● Outdoor learning funded and encouraged.</li> </ul> | <p>Learning is contextualised in concrete experiences and language-rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>SHEU data.</p> <p>EEF: sports participation increases educational engagement and attainment.</p> <p>EEF: outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p> | 3                             |

**Total budgeted cost: £11,840**

## 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 2023 to 2024 academic year.

Use of the Pupil Premium to maintain high staff to pupil ratios and to enable 1:1 and small group work has led to increased progress and attainment for disadvantaged pupils in core subjects:

- The school's library collection has expanded, including an increase in the quantity of more challenging texts with engagement from the phonics programme provider.
- Children in receipt of the Pupil Premium grant are typically making progress at least in line with their peers.

Class teachers report increased social interaction from pupils in receipt of the Pupil Premium.

Disadvantaged pupils have developed their cultural capital through enhanced learning experiences including educational visits. Children have benefited from:

- Drawing & Talking therapy;
- Small group and 1:1 provision;
- Interventions to support progress in identified areas;
- Guaranteed adult time during all lessons;
- Access to specialist subscription services to develop speech and literacy skills.