

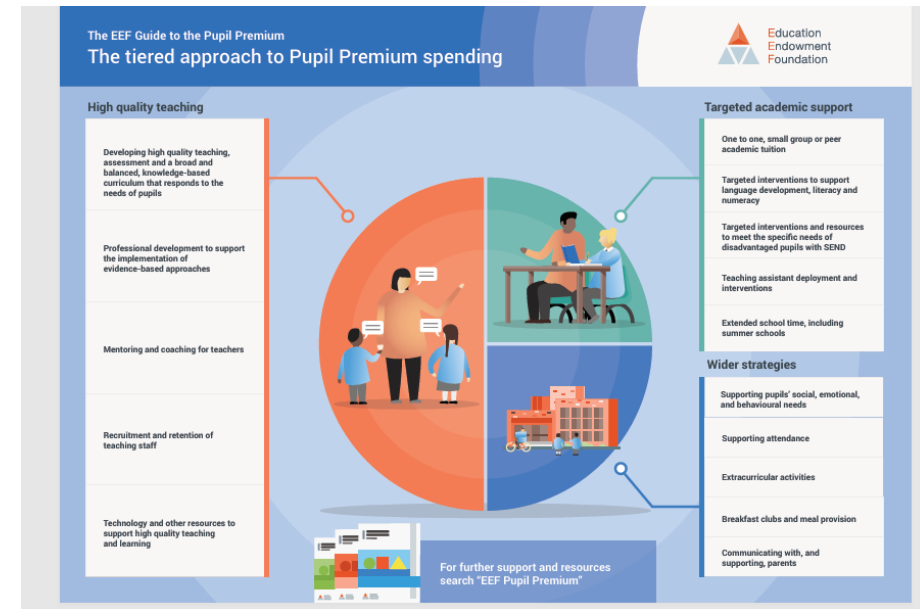
Bowerham Pupil Premium Strategy Statement 2025-26

To effectively narrow the attainment gap for children in receipt of Pupil Premium funding, here are key strategies aligned with your school's priorities and practices:

Our Vision: To effectively narrow the gap in attainment for children in receipt of Pupil Premium funding, ensuring their progress and achievement are in line with their non-Pupil Premium peers.

Our Aims: We aim to support all eligible pupils by:

- Ensuring high-quality teaching across the school that meets the needs of disadvantaged pupils.
- Implementing targeted interventions designed to accelerate progress and address gaps in learning.
- Providing enrichment opportunities that broaden pupils' experiences and support their social, emotional, and academic development.
- Delivering comprehensive pastoral care to ensure pupils feel safe, supported, and ready to learn.



Key Strategies for Improvement:

High-Quality Teaching:

- Prioritise professional development for staff to enhance teaching strategies that support disadvantaged pupils.
- Embed metacognitive approaches to develop pupils' thinking and reasoning skills.
- Ensure clear curriculum planning identifies essential knowledge and builds on prior learning to secure progress.

Targeted Academic Support:

- Implement evidence-based interventions tailored to individual pupil needs.
- Use assessment data rigorously to identify gaps and track progress.
- Provide additional tutoring and small-group interventions for pupils who require further support.

Enrichment and Pastoral Support:

- Offer a range of enrichment activities, including sports, arts, and outdoor learning, to boost confidence and engagement.
- Develop the school's indoor and outdoor SEN provision to enhance social skills and support children in achieving their EHCP and ILP targets.
- Maintain robust safeguarding practices and provide pastoral support to address emotional and well-being needs.

Monitoring and Evaluation:

- Conduct regular assessment reviews to track progress and adapt interventions as needed.
- Use pupil voice to assess the impact of strategies on learning and well-being.
- Maintain close communication with parents and carers to ensure collaborative support.

Success Criteria:

- Improved attainment and progress outcomes for Pupil Premium pupils, closing the gap with non-Pupil Premium peers.
- Increased engagement in learning and school life.
- Enhanced emotional well-being and resilience, enabling pupils to thrive academically and socially.

By adopting this comprehensive approach, Bowerham Primary and Nursery School and Baby Unit are committed to ensuring that every child, regardless of background, receives the support they need to achieve their full potential.

1. Summary Information					
School	Bowerham Primary and Nursery School & Baby Unit				
Financial Year	2025-26	Total PP budget	£121, 070 Down £28,450 from last years allocation	Date of most recent PP Review	April 25
Total number of pupils	503 87 of which are nursery	Number of pupils eligible for PP	PP – 102 chn 20% FSM – 85 chn 17% LAC- 16 ch- 3% Service- 6 chn 1%	Date for next Strategy Review	Oct 25 Feb 26 June 26

2. Current Attainment										
24/25	Reading		Writing		GPS		Mathematics		Combined RWM	
NOR 58	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS
School TA 25	86%	41%	74%	21%			91%	33%	72%	12%
School Test results	82%	36%	82%	17%	79%	38%	67%	24%	61%	12%

National headlines for 2025	75%	28%	72%	13%	73%	32%	74%	24%	62%	8%
FSM	75%	8%	42%	%	%	%	75%	%	42%	%
Average Scaled Score School	107		N/A		106.7		103			
Average Scaled Score National 25	106		N/A		105		104			

3. Barriers to learning from analysis of needs carried out by the families team

In school barriers

- Some children within the group have specific learning needs or complex needs which require additional provision both in and out of class
- Historical issues surrounding education as a priority- education at home is low and therefore very little reading, vocabulary extension, number work etc
- Narrow life experiences meaning they are unable to access some areas of the curriculum i.e. writing from experiences
- Vocabulary size in early years and KS 1 and 2 – needs increasing to ensuring breadth and narrowing the gap
- Writing stamina
- Attendance can cause a barrier to children's learning.
- Speech and Language difficulties
- Attitude to learning
- Confidence in learning
- Reading fluency

External Barriers

- A small minority have attendance and punctuality issues
- Children within the group have identified welfare needs and have been working with agencies such as social care, CFWB service, CAMHS and other emotional support services including Freedom for Children, CANW, Winston's Wish, Lancashire Minds and Barnardos
- Issues surrounding age-appropriate boundaries and guidance -Sleep deprivation due to poor behaviour expectations and routines/ use of YouTube and gaming apps.

- Engagement with families who have several agencies working with them
- Narrow life experiences and aspirations due financial constraints, time, and priority
- Substantial number have screens, computers, and gaming devices in their bedrooms as a result (also due to parenting boundaries) children are not going out to play or having 'time' away from the screen. Lack of parental guidance on keeping safe online
- School and learning not seen as important or past 'life school' experiences impacting on children's learning
- Screen time narrowing the children's experience and being used as a babysitter rather than using the screen to broaden and support education
- Overprotective and 'I want' parenting giving children the power and decision making
- Lack of face-to-face family time and shared daily experiences
- Cultural Capital low- lack of experiences and activities mean a significant amount of time spent on screens
- Reduction on services and rising thresholds meaning more vulnerable/ struggling families not getting the support they need

Action Plan:

Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead/Cost	Review
Improved attainment and progress for Pupil Premium pupils, closing the gap with non-Pupil Premium peers.	Prioritise professional development for staff to enhance teaching strategies that support disadvantaged pupils.	Research shows that high-quality teaching disproportionately benefits disadvantaged pupils.	Regular lesson observations, learning walks, and CPD feedback cycles.	Senior Leadership Team (SLT)	Termly
Accelerated progress through targeted interventions.	Implement evidence-based interventions tailored to individual pupil needs.	Proven impact of tailored interventions on pupil progress.	Regular assessment reviews, pupil progress meetings, and intervention tracking.	SENCO	Half-termly

Increased engagement and confidence in learning.	Provide enrichment activities such as sports, arts, and outdoor learning.	Studies highlight the link between enrichment and improved self-esteem, resilience, and academic success.	Monitor attendance and engagement in enrichment activities, gathering pupil voice.	Pastoral Team	Termly
Improved emotional well-being and readiness to learn.	Develop indoor and outdoor SEN provision to enhance social skills and support EHCP and ILP targets.	Evidence supports sensory and social spaces for promoting well-being and positive behaviour.	Timetable usage, staff feedback, and pupil progress against EHCP/ILP targets.	SENCO	Termly
Strong safeguarding and pastoral support.	Maintain robust safeguarding practices and deliver tailored pastoral support.	Research highlights the importance of emotional security in enabling academic success.	Regular safeguarding reviews, staff training updates, and pupil feedback.	Designated Safeguarding Lead (DSL)	Termly
To ensure a strong foundation for children at the start of their learning journey	Fund nursery fees in addition to 15 hours universal from 9 months or 2-year-old funding to support families in need. Staff training – interactions/role of the adult, language development Parental workshops alongside child/ren- to increase parental confidence and knowledge Wellcomm assessments and referrals to SALT- with appropriate interventions in place	Vocabulary size relates academic success. EYFS is crucial for increasing breadth Parental engagement has a significant impact on pupil progress and outcomes	Monitoring of Interventions Building strong relationships with parents and children Pupil progress meetings- continuous review Achievement data	EYFS	Termly

	Home learning resources-lending library bags, PSED resources etc.				
To support a continued and successful learning journey for PCLA and Service children	All PCLA to have a PEP to monitor their academic, social and well-being progress ensuring that support and intervention are at the point of need	Evidence shows that tracking progress and well-being can support each child	PEP and using Reach for Care to support parents and carer and Reach2teach. Using the resources of the virtual school		
Cost					£41,048.65

4. Overall Data Impact

SPRING 25

Pupil Premium

	No of pupils	% of pupils working at the expected standard			
		Reading	Writing	Maths	GLD
Pupil Premium	7	43%	57%	57%	43%
Non Pupil Premium	53	75%	83%	87%	70%
All children	60	72%	80%	83%	68%

KS1

YGE	Year 1		Year 2		ALL	
No of pupils	9		11		20	
Reading	5 56%	5 56%	5 45%	8 73%	10 50%	12 60%
Writing	5 56%	8 89%	5 45%	8 73%	10 50%	16 80%
Maths	6 67%	8 89%	5 45%	8 73%	11 55%	16 80%
RWM	4/9 (44%)		EXP: 5/45% GDS: 2/18%		9 45%	

PPG KS2

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	8		16		15		13		52	
Reading	4 50%	7 88%	8 50%	11 69%	8 53%	10 67%	7 54%	13 100%	27 52%	41 79%
Writing	5 63%	6 75%	6 38%	12 75%	8 53%	13 87%	5 38%	13 100%	24 46%	44 85%
Maths	4 50%	7 88%	8 50%	13 81%	9 60%	11 73%	6 46%	10 77%	27 52%	41 79%

RWM	EXP: 5/8-62% GDS: 1/8 12%	5/29%	EXP: 6 / 40%	EXP: 4 (31%)	20 38%
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Summary – Spring 25

EYFS:

Data shows that PPG, in reception, are performing best in Maths. The weakest area, is reading.

Year 1 shows a stronger performance overall compared to Year 2 for children identified as PPG. Their Maths performance (67%) is notably higher than the other subjects, and significantly higher than Year 2.

Year 2 has consistent scores across all subjects (45%), which suggests a consistent challenge in all areas, as no subject outperforms the others.

Overall Averages:

Reading and Writing are both at 50%, which is relatively low but consistent.

Maths shows a slight improvement at 55% overall, due to the higher score in Year 1.

Key Stage 1:

PPG numbers are increasing as the new year groups move through school.

Children who are non PPG are out performing the PPG children. Their progress is being monitored on the PPG spreadsheet. A number of children who are identified on the PPG list are on the SEND register too or that there is lack of support from home. A number of these families are working with school for other reasons.

Year 3:

Reading: The performance in reading is at a 50%.

Writing: The performance in writing (63%) is relatively strong, indicating that students are performing better in writing compared to reading and maths.

Maths: Maths performance (50%) is on par with reading, but still below the expected level. A targeted intervention in maths might be needed to support student learning

Year 4:

Reading: The students in Year 4 are performing well in reading (70%), indicating that PPG children are having their needs met and have a solid foundation in this subject.

Writing: Writing performance (38%) is notably low, which stands out as an area of concern.

Maths: Maths is at 50%, which is consistent with Year 3.

Year 5:

PPG children in Year 5 are performing consistently in both reading and writing, the children identified as not meeting ARE are identified as SEND children, however some of these are not meeting their personal targets. These children need to have their provision evaluated and adapted.

Reading and Writing: Both reading and writing are at 53%, indicating average performance in these areas. There is room for improvement, but it doesn't seem like a major gap.

Maths: The maths performance (60%) is relatively stronger than reading and writing, suggesting that students are more confident in maths at this stage.

Year 6:

Reading: At 54%, reading performance is slightly above average, but still an area for improvement.

Writing: Writing remains low (38%), which is concerning in Year 6, where students typically prepare for more advanced stages in their education. Focused writing interventions are essential.

Maths: The maths performance (46%) is low, indicating that Year 6 PPG children may need significant support in this subject as they approach more advanced concepts.

Key stage 2:

Non-PPG children are outperforming PPG children, with a low number of children meeting combined ARE for RWM.

Overall:**Reading:**

Year 6 has the highest percentage (54%), while Year group 4 has the lowest (50%).

Overall, Reading performance is relatively consistent across year groups, averaging 52%.

Writing:

Year 3 has the best Writing performance (63%), while Year group 4 and Year group 6 have the lowest (38%).

Writing performance is lower overall (46%) compared to Reading and Maths, indicating a potential area for improvement.

Maths:

Year 5 has the highest Maths performance (60%), and Year group 6 has the lowest (46%).

Maths performance is fairly stable across most year groups, with an overall average of 52%.

Moving forward:

Monitor what is put in place to meet the children's needs, especially personal targets.

Teacher to ensure that provision is adapted to meet the needs of the children.

Continue to monitor the children, via the spreadsheet.

Ensure that PPG are a focus for SLT monitoring.

Cross reference the number of children on the PPG list who are working below ARE.

Pupil Premium Attainment / Progress Report Summer 2025

No in school: **82- %**

Clear boxes =National Expectation- Grey= progress

Pupil Premium

	No of pupils	% of pupils working at the expected standard			
		Reading	Writing	Maths	GLD
Pupil Premium	7	43%	57%	71%	43%
Non Pupil Premium	53	91%	92%	92%	89%
All children	60	85%	88%	90%	83%

KS1

YGE	Year 1		Year 2		ALL	
No of pupils	11		11		22	
Reading	5 45%	4 36%	4 36%	6 55%	9 40%	10 45%
Writing	6 55%	4 36%	5 45%	7 64%	10 45%	11 50%
Maths	8 73%	9 82%	5 45%	6 55%	13 59%	15 68%
RWM	EXP: 5/11 45%		EXP: 4/36%			

PPG KS2

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	10		16		15		12		53	
Reading	4 40%	9 90%	8 50%	16 100%	8 53%	10 67%	9 75%	12 100%	29 55%	47 89%
Writing	5 50%	8 80%	5 31%	14 88%	8 53%	13 87%	5 42%	12 100%	23 44%	47 879%
Maths	4 40%	5 50%	8 50%	13 81%	9 60%	11 73%	9 75%	12 100%	30 57%	41 77%
RWM	EXP: 3/30%		5/31%		EXP: 6 / 40%		EXP: 5 (42%)		19 36%	

Summary – Summer 25**EYFS:**

Data shows that PPG, in reception, are still performing best in Maths. The weakest area, is reading. In compassion to Non PPG children are performing at around 90%. This is a significant different to PPG.

Year 1 There has been a decrease in performance in Reading and Writing in compassion to the Spring data, however Maths has seen an increase from 60% to 73%. Maths (73%) is a clear strength. The high percentage suggests that the children in this year area more confidence in this area compared to Reading and Writing. To close this gap, Enhance phonics and early reading strategies. Use integrated literacy activities (e.g. writing about reading) to improve writing outcomes

Year 2 have more consistent scores across all subjects (with 2 subjects achieving 45%), however these is a significant drop in the % performance of reading in the Summer term for PPG children.

Key Stage 1:

Children who are non PPG are out performing the PPG children. Their progress is being monitored on the PPG spreadsheet. A number of children who are identified on the PPG list are on the SEND register too or that there is lack of support from home. A number of these families are working with school for other reasons.

Year 3:

Balanced but low performance: All three subjects have the same score, which is 40%. This indicates a consistent but relatively low achievement level across Reading, Writing, and Maths.

Year 4:

Reading and Maths are both at 50%, which suggests half the students are meeting the expected standard in these subjects. This is a moderate performance but indicates room for improvement to reach a higher proficiency level.

Writing is notably lower at 31%, which means fewer students are meeting the expected standard here. This could point to specific challenges in writing skills, whether it's vocabulary, grammar, or composition.

Year 5:

The scores in Reading and Writing are equal at 53%, which is just over half of the expected level, indicating room for improvement in literacy skills.

Maths is performing better than Reading and Writing, at 60%, showing a relatively stronger grasp in numeracy but still with significant potential for growth.

Year 6:

Strong performance in Reading and Maths:

Both Reading and Maths show a solid achievement level at 75%. This suggests that most PPG children are meeting or exceeding expected standards in these subjects.

Significant concern in Writing:

Writing stands out at just 42%, which is much lower compared to Reading and Maths. This indicates a potential area of weakness where many students are struggling or not meeting expectations who are identified as PPG children.

Key stage 2:

Non-PPG children are out performing PPG children, with a low number of children meeting combined ARE for RWM. Reading and Maths show a clear upward trend across the years, with the highest percentages in Year 6. This suggests progressive improvement in these subjects as students advance through school. Writing scores are inconsistent: There's a dip in Year 4 and again in Year 6, which breaks the trend of steady improvement seen in Reading and Maths. This may indicate issues or challenges in Writing instruction or student engagement in certain year groups.

Overall:**Reading**

Reading scores fluctuate but generally improve as year groups progress for PPG children.

Year 2 has the lowest reading score at 36%.

The highest reading score is in Year 6 (75%).

The overall reading average is 55%, suggesting just over half of students meet the expected reading standard if they are identified on the PPG register.

Writing

Writing scores are consistently low across all year groups for PPG children.

The highest writing score is only 53% (Year 5).

Year 4 is the lowest at 31%, which is significantly below the other years.

Overall writing percentage is 42%, the lowest among the three subjects, indicating writing is an area of concern.

Maths

Maths scores vary widely across year groups but are generally higher than writing and mostly higher than reading.

Year 1 and Year 6 have the highest maths scores (73% and 75%).

Middle years like Year 2 and Year 3 have lower maths scores (45% and 40%).

Overall maths average is 57%, the highest of the three subjects.

Moving forward:

Monitor what is put in place to meet the children's needs, especially personal targets.

Teacher to ensure that provision is adapted to meet the needs of the children.

Continue to monitor the children, via the spreadsheet. Ensure that PPG are a focus for SLT monitoring. Cross reference the number of children on the PPG list who are working below ARE.	