

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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	Bow Community Primary School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	C Wilmott
Pupil premium lead	C Wilmott
Governor / Trustee lead	E Blake

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,880
Recovery premium funding allocation this academic year	£1360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,240

# Part A: Pupil premium strategy plan

## Statement of intent

Bow Community Primary school is committed to providing the best possible education for every pupil, irrespective of their background or the challenges they may face. We have high expectations and aspirations for all our pupils and firmly believe that no child should be left behind.

We aim to ensure that all our children have access to the same learning opportunities as their peers and this includes making appropriate provision for pupils who belong to vulnerable groups, 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.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

At Bow Community Primary School we;

- strive to overcome barriers to learning for pupils and ensure that each pupil can succeed.
- ensure disadvantaged pupils are challenged in the work that they're 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
- ensure that an Inclusive Provision is provided for all, which encompasses good planning, marking, feedback and assessment.

## Challenges

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

Challenge number	Detail of challenge
1 Voc	Assessments, observations, and discussions with pupils indicate under-developed vocabulary 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.
2 Math/ read	<p>Internal and external (where available) assessments indicate that mathematics and reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception, between 50-80% of our disadvantaged pupils arrive below age-related expectations compared to 40-50% of other pupils. This gap remains steady to the end of KS2.</p>
3 TAs	<p>Our assessments and observations indicate that the education 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
4 SEMH	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5 Attendance	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for 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
1. Improved language skills, phonics and vocabulary among disadvantaged pupils	<p>Assessment and observations will demonstrate language rich environments and improved vocabulary and language choices among our disadvantaged pupils.</p> <p>This will be evidenced through pupils conferencing, book scrutiny and ongoing formative assessment.</p>
2. Improve maths and reading attainment for disadvantaged pupils at the end of KS2.	<p>Key Stage 2 outcomes in 2024-2025/ 2025/2026 show that 90% of disadvantaged pupils met the expected standard and/or make excellent progress.</p>
3. To improve provision to maximise learning opportunities for all pupils, particularly our disadvantaged pupils.	<p>The school prioritises an inclusive practice, evidenced from staff appraisals and learning walks.</p> <p>From 2024 onwards, teachers and support staff maximise learning opportunities for all pupils, particularly those who are disadvantaged.</p> <p>Evidenced through learning walks, formative assessment evidence and book scrutiny, pupils are well rehearsed in verbalising and retrieving their learning.</p>
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing from 2024 onwards demonstrated by:</li> <li>• Qualitative data from student voice, and student surveys</li> <li>• Teacher observations</li> <li>• A significant increase in participation in enrichment and after school club activities.</li> <li>• Improved attendance, particularly among disadvantaged pupils.</li> <li>• Strong links with the community where termly, shared events held at the school.</li> <li>• Improved exposure to Music in class, which has proven research to prove that making music enhances health and wellbeing and mindfulness.</li> </ul>
5. To achieve and sustains improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved and sustained high attendance from 2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils is no more than 90%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is no more than 10% lower.</li> </ul>

	<ul style="list-style-type: none"><li>• Attendance monitoring rigorously planned into the school calendar and support offered to families, where attendance falls below 95%.</li></ul>
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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:

**(£1050 – NTSA)**

**(£23,500+ £4554)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Data to inform additional support required and to be delivered/ supported by adult.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Enhancement of our TA deployment and practice by offering CPD to develop rigorous systems of formative and actionable feedback and supporting the activation of hard thinking and retrieval practices of all pupils.</p>	<p>EEF Great Teaching Toolkit- <a href="#">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF <a href="#">TA deployment at school level   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Nasen - Embedding Inclusive Practice TA deployment to support the teaching and learning across the school</p>	<p>3</p>
<p>Secure stronger phonics teaching for all pupils through supporting staff with quality CPD and supervision and mentoring.</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><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 (including Teaching for Mastery training).</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><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:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2, 3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4

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

Budgeted cost: **£18,134**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Number sessions targeted at disadvantaged pupils who require further number support, delivered by trained member of staff.</p> <p>Purchase of additional supporting resource and scheme (Rekenrek/ Number Stacks)</p>	<p>On average, one-to-one (1:2, 1:3, 1:4) tuition is very effective in improving pupil outcomes and provides targeted support for pupils that are identified as having low prior attainment.</p> <p>EEF- <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2 3
<p>Additional phonics / spelling sessions targeted at disadvantaged pupils</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p>	1 2 3

who require further phonics / spelling support, delivered by member of staff.	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Additional structured and targeted intervention to narrow gaps in pupils', in particular our disadvantaged pupils, understanding in identified areas of number, reading and writing, delivered by member of staff.	Intervention is very effective in improving pupil outcomes and provides targeted support for pupils that are identified as having low prior attainment or gaps in their learning and understanding. <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded extra curriculum activities on offer for all pupils.	Regular activity and exercise has proven to reduce anxiety, stress and depression and improve energy levels and social skills for all pupils.	4 5
To support families, through Early Help, where their attendance drops below 95%	Good attendance has a direct link to good attainment and enabling pupils to fill their potential. DFE - <a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	5

**Total budgeted cost: £47,240**

## 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 2021 to 2022 academic year.

Our internal assessments during 2023/2024 suggested that the performance of disadvantaged pupils was in line or lower than in the previous years in key areas of the curriculum.

Assessments and observations with pupils indicate underdeveloped vocabulary among many disadvantaged pupils, especially in Key Stage 1, naturally impacting their progress in terms of vocabulary in Key Stage 2. In addition, internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at both Key Stage 1 and Key Stage 2.

Our disadvantaged pupils' attendance was improving since 2023-2024, with support on offer for families.

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

Measure	Details

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

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. High Quality Teaching, Targeted Academic Support and Wider Strategies are considered heavily in the Pupil Premium Strategy Plan.