

Pupil premium strategy statement - Bow Community Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	C Wilmott
Pupil premium lead	C Wilmott
Governor	E Blake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£43935

Part A: Pupil premium strategy plan: Statement of intent

Pupil Premium Strategy Statement

At Bow Community Primary School, we are 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.

Our ultimate objectives for disadvantaged pupils are to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils, ensuring all pupils make at least expected progress.
- Secure strong foundations in reading, writing, and mathematics so that pupils can fully access the wider curriculum.
- Build confidence, resilience, and independence as learners, enabling all children to participate fully in school life and develop aspirations for their future.
- Remove barriers to learning, whether academic, social, or emotional, so that every child can succeed.
- Provide equal access to enrichment and wider opportunities, ensuring disadvantaged pupils enjoy the same experiences as their peers.

Our current Pupil Premium strategy works towards achieving these objectives by:

- Placing **high-quality teaching** at the centre of our approach, with a particular focus on the areas where disadvantaged pupils require the most support.
- Providing **targeted support and intervention** for pupils whose education has been most affected.
- Making appropriate provision for pupils who belong to vulnerable groups.
- Ensuring that interventions are evidence-based, regularly monitored, and adapted swiftly to maximise impact.
- Aligning closely with wider school improvement priorities, particularly in raising outcomes in reading, writing, and mathematics.

The key principles underpinning our strategy are:

- **Equity of opportunity** – all pupils should have the same chances to succeed.
- **High expectations** – disadvantaged pupils should be consistently challenged to achieve their potential.
- **Early intervention** – needs are identified quickly, and support is provided at the point of need.
- **Whole school responsibility** – all staff are accountable for disadvantaged pupils' outcomes and share responsibility for raising expectations.
- **Inclusive provision** – teaching, assessment, and feedback are consistently adapted to meet the needs of all learners.
- **Evidence-informed practice** – strategies are chosen on the basis of research and reviewed regularly for impact.

Through this approach, we aim not only to improve outcomes for disadvantaged pupils but also to sustain and strengthen the progress of all pupils across our school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped language 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	Internal and external (where available) assessments indicate that writing and reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 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.
3	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.
4	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
Improved language skills, phonics and vocabulary among disadvantaged pupils, from Reception through to KS2.	<ul style="list-style-type: none">• Assessment and observations demonstrate language-rich environments across the school.• Improved vocabulary and language choices among disadvantaged pupils, evidenced through pupil conferencing, book scrutiny and ongoing formative assessment.• Improved outcomes in Early Years and KS1 phonics assessments, narrowing the gap between disadvantaged and non-disadvantaged pupils.

	<ul style="list-style-type: none"> • Staff consistently plan and deliver explicit vocabulary instruction, evidenced through lesson observations and learning walks.
Improved writing and reading attainment for disadvantaged pupils by the end of KS2.	<ul style="list-style-type: none"> • Key Stage 2 outcomes in 2024–2025 and 2025–2026 show that 90% of disadvantaged pupils meet the expected standard and/or make strong progress from their starting points. • Internal assessment data (termly) shows diminishing gaps between disadvantaged and non-disadvantaged pupils across all year groups. • Work scrutiny demonstrates improved fluency, reasoning, and comprehension skills. • Disadvantaged pupils confidently verbalise mathematical thinking and reading comprehension strategies during pupil conferencing.
Wellbeing To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2024 onwards, demonstrated through: <ul style="list-style-type: none"> ◦ Pupil voice and surveys. ◦ Teacher observations. ◦ Engagement and behaviour logs showing reduced incidents. • A significant increase in participation in enrichment and after-school club activities. • Stronger links with the community evidenced by termly shared events at the school. • Increased exposure to music and the arts, evidenced in planning, lesson observations and pupil reflections. • Positive trends in attendance data aligned to improved wellbeing.
Attendance To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<ul style="list-style-type: none"> • Overall school attendance is at least 95%, with no more than a 3% gap between disadvantaged and non-disadvantaged pupils. • Persistent absence rate for disadvantaged pupils is reduced year-on-year and is broadly in line with national averages. • Attendance monitoring is built into the school calendar with regular reporting to governors.

	<ul style="list-style-type: none"> • Bespoke support plans in place for families where attendance is a concern, evidenced in case studies. • School rewards and recognition systems support and celebrate good attendance.
<p>Inclusive practice embedded across the school</p> <p>Teachers and support staff consistently prioritise inclusive practice, maximising learning opportunities for all pupils, particularly those who are disadvantaged.</p>	<ul style="list-style-type: none"> • Learning walks and appraisals evidence inclusive practice across classrooms. • Formative assessments and book scrutiny show disadvantaged pupils making strong progress. • Pupils are confident in verbalising, rehearsing and retrieving their learning during lessons and discussions. • CPD logs and staff reflections evidence improved teacher confidence in adaptive practice. • Disadvantaged pupils are consistently engaged, participate actively and demonstrate independence in their learning.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budget: 41,087

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase support of Teaching Assistants (TAs) to provide targeted in-class support and small group/individual interventions to support and develop adaptive teaching strategies, enabling	<p>EEF Teaching and Learning Toolkit identifies that effective use of teaching assistants, when trained and deployed well, can have a positive impact on pupil progress, particularly through structured interventions and support for small-group work.</p> <p>Research highlights that disadvantaged pupils benefit from additional</p>	1,2,3

class teachers to focus on high-quality first teaching in order to narrow attainment gaps and secure strong foundations in reading, writing and maths.	<p>adult support in accessing the curriculum, closing gaps in reading, writing, and mathematics, and developing independence in learning.</p> <p>School monitoring has identified that Pupil Premium pupils require additional scaffolding and pre-teaching to secure strong foundations and keep pace with their peers.</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>EEF Great Teaching Toolkit- High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>EEF TA deployment at school level EEF (educationendowmentfoundation.org.uk)</p> <p>Nasen - Embedding Inclusive Practice</p> <p>TA deployment to support the teaching and learning across the school</p>	3

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

Budget: Phonics £570 Assessment resource: £1100

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</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4

delivered/ supported by adult.		
Additional Number sessions targeted at disadvantaged pupils who require further number support, delivered by trained member of staff. Purchase of additional supporting resource and scheme (Rekenrek/ Number Stacks)	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. EEF- One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2 3
Additional phonics / spelling sessions targeted at disadvantaged pupils who require further phonics / spelling support, delivered by member of staff.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2 3

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

Budgeted cost: £1178

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 - Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.