



Pupil Premium Strategy Statement

Bowdon Church School 2024-25

This statement details our school's use of pupil premium (and recovery 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 at December 2024

Detail	Data
Number of pupils in school	622 ¹
Proportion (%) of pupil premium eligible pupils	5% ²
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sam Halliwell, Headteacher Amy Unwin, Acting Chair of Governors
Pupil premium lead	Sam Thompson, KS2 Lead & Assessment and Data Lead
Governor lead	Amy Unwin, Parent Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (April 24-March 25) (£1480 per eligible child)	£57,950
Recovery premium funding allocation this academic year (£145 per eligible child ³)	£2284
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£60,234

¹ At 2.12.24

² 34 children - 10 in KS1 & 24 in KS2

³ Funding stream ended Nov 2024



Part A: Pupil Premium Strategy Plan

Our statement of intent

I came that they may have life, and have it abundantly

John 10:10

We are an inclusive school and are committed to securing excellent outcomes for all pupils, especially those who are educationally disadvantaged.

We define educationally disadvantaged as any child who faces a barrier(s) to learning. This may include those who are in receipt of Pupil Premium funding.

We use approaches to teaching, learning and assessment that allow us to review each pupil's barriers and put in place evidence-led plans to support those most in need at any given time.

Our aims are unapologetically ambitious for all of our children:

- every child to be on track to secure at least age-related expectations by the end of Year 6 (unless there is an identified long term educational barrier)
- close the attainment gap between those who are educationally disadvantaged and those who are not, including addressing any learning differences
- the attendance of educationally disadvantaged children is closely monitored, is above 96%, and if not, there is evidence of school intervention to promote rapid improvement
- our children feel and are safe, secure and happy, and avail themselves of our pastoral provision when needed
- our children are engaged, inspired, successful and resilient learners who make a smooth transition to the next phase of their education

These aims flow from our Christian ethos of inclusion, care and aspiration for every child. They underpin the decisions we make and how we allocate resources to support those most in need.

Our goal is that every child leaves our school having acquired the knowledge, skills and cultural capital they need to succeed in life: that they are well-prepared socially, academically and emotionally for the next stage in their schooling journey.



Our Contextual Challenges

Challenge number	Detail of challenge
1	The entry data (identified by our analysis of the RBA and annual September NGRT testing for in-year admissions) of our disadvantaged children indicates that they have lower academic starting points than their peers.
2	Formative assessments, monitoring and pupil voice activities indicate underdeveloped oral language skills and vocabulary gaps in our disadvantaged children. These are evident from Reception through to KS2 and unless addressed by us, will hold them back in education and in life.
3	Our disadvantaged children are far more likely than their non-disadvantaged peers to be diagnosed with learning differences, and these SEND needs can mean it takes longer and a different approach for them to reach the same milestones.
4	The social and emotional pastoral needs of our disadvantaged children are generally greater than those of others. They are referred to, and avail themselves of, the support provided by our internal pastoral team and the external professionals we work with more often than their peers.
5	We see in our disadvantaged pupils a lack of confidence, resilience and independence . They often struggle with aspects of the core curriculum and as they progress through the school, in our context of general high attainment, this can lead to them not feeling successful and impact their sense of self-worth and perception of potential.
6	A strong reading culture in the home is more likely to be lacking in our disadvantaged children. This impacts their early attainment and progress in Reading and later, their attainment and progress in Writing.
7	Core Maths knowledge is lacking in many of our disadvantaged children. At school entry they have lower numerical awareness than their peers and this continues through KS1 and KS2.
8	Many of our disadvantaged children have complex home lives : parents who work long hours, split parenting, large families, and parents who are struggling with their mental health. Our disadvantaged children have proportionately more CPOMs records than their peers and are more likely to have Safeguarding flags. These wider home issues impact attendance, punctuality and preparedness to learn.
9	We note an increased mobility in this group: they are less likely to start with us in Reception than their peers and our internal data consistently tells us that children who do not start with us have poorer outcomes than those who do.



Our Intended Outcomes

Intended outcome	Success criteria
<p>Every child feels safe, secure and happy, benefitting from our strong pastoral and SEND offers, meaning that they are ready to learn, are motivated to learn, and will be successful.</p>	<p>Pupil wellbeing surveys indicate pupils feel safe and secure in school and know how to seek support. Barriers to learning are understood and being systematically dismantled. Resilience is cultivated and confidence built.</p>
<p>Vocabulary gaps and a lack of oral language skills have been addressed by engagement with external professionals and by staff internally, supported by professional development in this area.</p>	<p>Oracy skills sessions are embedded in day-to-day teaching and more targeted interventions have been delivered by external professionals where the need requires it. Staff have attended training and feel confident supporting children. Assessments and observations indicate improved oracy. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.</p>
<p>Every child performs in line with or exceeds their own prior attainment by the end of Year 6 in Reading, Writing & Maths, regardless of SEND. <small>(unless there is an identified long term educational barrier)</small></p>	<p>All of our disadvantaged children attain a scaled score of 100 or more in Reading and Maths KS2 SATS and meet ARE (Age Related Expectations) for Writing, unless there is an identified long-term educational barrier. Their average progress score is equal to or higher than their non-disadvantaged peers⁴.</p>
<p>Core Reading & Maths knowledge are secure, evidenced by strong performances in Year 1 PSC (Phonics Screening Check) and Year 4 MTC (Multiplication Tables Check)</p>	<p>All Year 1 children attain a score of >32 in PSC. All Year 4 children attain a score of >20 in MTC.</p>
<p>Close the attainment gap between those who are educationally disadvantaged and those who are not by delivering provision which accelerates progress. Our 2024 data told us that Writing is the area where our disadvantaged children are more likely to trail against their peers, and so this is our focus.</p>	<p>Teachers 'spotlight' disadvantaged children in order to implement early interventions to address gaps in skills/knowledge. They are discussed in termly Pupil Progress meetings and in weekly team/phase meetings. Flexible groupings and interventions ensure that teaching is targetted to plugging gaps in their knowledge and/or skills. Reasonable adjustments are investigated and introduced where appropriate. Their progress in Writing is accelerated.</p>

⁴ In Summer 2025 there will be no national published progress scores as this cohort were in Year 2 in 2021, however, we calculate our own progress scores based on KS1 data, and hold ourselves to account against those.



<p>Attendance above 96% or if not, evidence of rapid improvement. Punctuality is in line with the school average.</p>	<p>Attendance of disadvantaged pupils is at least 96% and punctuality is judiciously monitored by the Attendance Lead. Strong support provided by school for pupils/parents whose attendance is below 90%, including pastoral team intervention and referrals to external professionals eg. school nurses. All family engagement is formally recorded and tracked.</p>
---	--



Planned Activities 2024-25

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

Our activities are based on best practice as detailed in the [EEF's Guide to the Pupil Premium](#).

High Quality Teaching Projected cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedded Adaptive Teaching across the curriculum through staff PD and ongoing monitoring and evaluation, to ensure that our teaching spaces are inclusive and all children's needs are consistently met.</p>	<p>EEF blog: Moving from 'differentiation' to 'adaptive teaching'</p> <p>What is Adaptive Teaching and Why is it so Important? - The National College</p>	1,2,3,5,6,7
<p>Embedded Formative Assessment & Assessment for Learning (Afl) in every lesson through ongoing staff PD focused on how learning happens, and subsequent monitoring and evaluation. Our 'house style' pedagogy includes retrieval practice, repetition, chunking, scaffolding, small steps, checks for understanding and feedback loops, to ensure misconceptions are rapidly identified and addressed and to fix the foundations for future learning.</p>	<p>Embedding Formative Assessment EEF</p> <p>Assessment for learning - Cambridge University</p> <p>How learning happens in seven general principles</p>	1,2,3,5,6,7



<p>Staff PD and ongoing monitoring to embed Oracy across the curriculum, through explicit teaching of oracy skills using a bespoke BCS Oracy Framework, assessed against BCS Oracy end points.</p> <p>This will support children to express themselves, articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We are on the journey to become a Rights Respecting School, which will particularly benefit our disadvantaged children, by giving them a sense of belonging, an awareness of their rights, and a platform for their voices.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact:</p> <p>We need to talk, 2024 – Oracy Commission</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://www.unicef.org.uk/rights-respecting-schools/</p>	<p>1,2,3,4,5,6,7,8</p>
<p>The Write Stuff - ongoing embedding of an evidence-informed and consistent approach to the teaching of writing from Years 1-6.</p> <p>Evidence tells us that Writing is the curriculum area that our disadvantaged children are most likely to struggle with, due to their historic language poverty</p>	<p>This scheme utilises best practice approaches to writing, including immersion in high quality stimuli, vocabulary gathering, grammar modelling, sentence stacking, guided practice, independent practice and (year group-dependent) editing.</p> <p>Writing is chunked into manageable tasks, which mitigates against cognitive overload. Extensive staff training has been undertaken and the approach is constantly being tweaked to best meet the needs of our context.</p>	<p>1,2,3,5,6</p>
<p>RWi Spelling Scheme implemented in Years 1-6, including ongoing staff professional development, monitoring and evaluation.</p> <p>Evidence tells us that our disadvantaged children have poorer attainment in spelling than their peers.</p>	<p>Following seamlessly from our highly-effective SSP scheme, RWi Spelling is a research-informed approach to teaching spelling using phonics. It does not involve sending lists home for children to learn but instead recognises that spelling is taught not caught, and involves daily short-burst lessons to teach spelling patterns and address gaps in children's vocabularies. It is cumulative and sequenced, building year after year.</p>	<p>1,2,3,5,6</p>



<p>Enhancement of our core Maths teaching in line with DfE and EEF guidance.</p> <p>Our Maths team has been expanded to include staff members from EYFS, KS1 & KS2. Their remit is to ensure excellence in maths teaching for all children, including increased usage of concrete resources to support lower prior attainers.</p>	<p>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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Our EYFS & KS1 teachers are participating in the NCETM Mastering Number Programme, which aims to strengthen understanding of number, and fluency with number facts, for children in Reception and Years 1 and 2.</p>	<p>1,2,3,5,7</p>
<p>Coding and analysis of Reception Baseline data, which identifies children's starting points.</p> <p><i>"The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly"</i> David Ausubel</p>	<p>If we are aware of prior knowledge and skills, then this enables us to diagnose children's needs promptly and respond to them.</p> <p>We are unique amongst schools in having developed this, which enables us to see within the first month of children starting with us in Reception where the gaps are in their phonological and numerical knowledge.</p>	<p>1,2,3,6,7</p>
<p>Purchasing of standardised entry and twice-annual Reading & Maths tests for Years 1-6 and robust tracking of small steps of progress in EYFS.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each child to ensure they receive targeted additional support through interventions or adaptations.</p>	<p>1,2,3,6,7</p>
<p>Use of technology and online resources to support learning, including staff professional development, including maths.co.uk, Mymaths, TTRS, Purple Mash, imoves, IDL, Ruth Miskin, Primary Languages Network, Libresoft, Questful RE</p>	<p>Using Digital Technology to Improve Learning EEF</p>	<p>1,2, 3,5,6,7</p>
<p>Recruitment and retention of excellent practitioners and</p>	<p>The EEF Guide to Using Pupil Premium states that schools should focus on building teacher knowledge and</p>	<p>1,2,3,4,5, 6,7,8</p>



<p>training and release time for teachers and subject coordinators, including mentoring and coaching from SLT and year group leads, to ensure that curriculum design is knowledge-based, that assessment is purposeful, that subject knowledge is optimal, and that teachers are using best practice pedagogy and are deeply reflective regarding their practice.</p> <p>Our Staff CPD log reflects the amount of professional development staff have undertaken across the school⁵.</p>	<p>pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>EEF: Pupil Premium Menu</p>	
--	--	--

Targeted Academic Support

Projected cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased SEND provision through adding capacity to the internal SEND team (meaning that our SEND team can better support class teachers in meeting the needs of their SEND learners through resources and planning targeted interventions) and the use of external professionals - Educational Psychologist, Occupational Therapist, SALT professional⁶.</p>	<p>There is overwhelming evidence that approaches which benefit SEND children benefit all children. By adding capacity to our SEND team, we improve outcomes for our disadvantaged children, the majority of whom are on our SEND register.</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes</p> <p>By engaging with external professionals, we ensure impact-driven approaches to ensuring that our disadvantaged children have all barriers to learning systematically identified and removed.</p>	<p>1,2,3,5,6,7</p>
<p>Deployment of support staff to deliver individual, small group and flexibly</p>	<p>2. Targeted academic support EEF</p>	<p>1,2,3,5,6,7</p>

⁵ Our annual staff CPD budget for 23-24 was £20,000. Staff PD areas are linked to our SEF/SIP priorities, which are developed from data, QA and monitoring in order to benefit our context, with a spotlight on those who are disadvantaged, as per our values.

⁶ In 24-25 we will spend >£40k on the services of these professionals. A significant number of children they support are our Pupil Premium children.



<p>grouped targeted interventions, both within and outside the school day (where capacity enables it), to support language development, literacy and numeracy.</p> <p>All children who are not meeting ARE read with an adult every day, using a programme designed to accelerate their progress.</p>	<p>Internal data indicates strong impact of the approaches we use - for example, on entry to KS2 in September 2023 we had a number of children who had still not passed the Year 1 PSC. By September 2024, they comfortably passed, and it is our expectation that they will now meet ARE for Reading by the end of KS2.</p>	
<p>Subscription to Insight, now including end-point tracking for all Foundation subjects and Oracy, meaning that children's progress in all areas is being recorded more visibly, thus facilitating data-driven decision-making.</p>	<p>Leaders cannot take corrective action in addressing gaps in the knowledge/skills of disadvantaged learners if they do not know they exist.</p> <p>Our internal data is now rich in insights regarding all children's attainment and progress across the curriculum, thus enabling responsive teaching.</p>	1,3,6,7
<p>Subscription to FFT, which includes a diagnostic Reading Assessment tool used to identify gaps in phonics and reading fluency capability in KS2 children. We use this tool as one of our strategies for identifying children with learning differences, who will need reasonable adjustments made to support their learning.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,6
<p>Staff training on how best to support Reading & Writing for EAL children, including consulting with external professionals</p>	<p>A number of our disadvantaged children are EAL.</p> <p>Staff training to ensure that we are utilising best practice approaches in supporting them will optimise their outcomes.</p>	1,2,3,6



Wider strategies

Projected cost: £10,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement with external providers of mental health and behavioural support⁷ and internal, ongoing PD for staff to embed Zones of Regulation & Restorative Practice.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3,4,5,8</p>
<p>Increased focus on attendance and punctuality through creation of the Attendance Lead role, who closely monitors the attendance of all families who are PA or at risk of PA and offers support.</p> <p>Punctuality is a key issue for us as in all classes, morning tasks are purposeful and build on prior learning.</p>	<p>EEF blog: Supporting School Attendance: A new tool for reflection and planning</p>	<p>1,2,3,4,5,6,7,8</p>
<p>Communicating with and supporting families, including financial support, to enable access to extra-curricular activities and school experiences and to offer practical strategies for enhancing learning, wellbeing and behaviour.</p>	<p>A number of families rely on our support to enable their child to fully participate in school life. It is a part of our culture and ethos that financial barriers do not prevent full access. We use Pupil Premium funding to subsidise visiting theatre company visits, trips, residentials and experience days. We offer our disadvantaged children one free after-school club per half term. Our PTA pays for their entry to school Christmas & Summer Fairs.</p>	<p>4,8</p>
<p>OPAL Play</p>	<p>Our disadvantaged children are disproportionately likely to suffer from SEMH issues.</p> <p>Positive, productive playtimes can significantly impact their attitudes towards school, their social skills and general wellbeing.</p> <p>We have significantly invested in staff PD and equipment, including the purchase of outdoor learning displays and 6 outdoor</p>	<p>4,5,8</p>

⁷ There is crossover here with 'Increased SEND provision' within the 'Targeted Academic Support' section above



	<p>clocks, as we know that one area of Maths which our disadvantaged children struggle with is telling the time.</p> <p>Outdoor Play And Learning</p> <p>(PDF) Child-led research investigating social, emotional and mental health and wellbeing aspects of playtime</p>	
All-Day Reflection Room/ The Hub	This is a new approach to supporting children who are dysregulated in lessons or at playtime. It is an all-day quiet space, staffed by members of our pastoral team, where children can go to reflect, emotionally regulate and, if appropriate, complete work.	4,5
School library - a newly-built and stocked library which all children enjoy during timetabled weekly lessons	Reading for pleasure is a key pillar in our closing-the-gap agenda for disadvantaged children, and our library facilitates this in a powerful and impactful way, by immersing children in a wide range of inspiring and beautiful texts, and demonstrating to them the power of the written word, for both learning and wellbeing.	1,2,3,4,5,6
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified and set aside funding to respond quickly to needs that have not yet been identified - for example, disadvantaged children whose families cannot afford to pay even the subsidised cost for them to attend Year 5 & Year 6 residential.	All

Total budgeted cost: £60,234



Part B: Review of the previous academic year: Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/2024 academic year using key stage 1 and 2 performance data, EYFSP, phonics screening and multiplication tables check results, and our own internal assessments.

We are justifiably proud of the performances of our children in all statutory assessments, which reflect the hard work of our staff.

The results can be viewed using the following link:

[Bowdon CS Statutory Data Summer 2024](#)

EYFSP:

We had 2 disadvantaged children in Reception. Both are PLAC and now have EHCPs for SLCN. Their RBA data was in the lowest quintile and both failed to attain GLD. They were amongst 15 in this cohort who were not awarded GLD.

Year 1/2 Phonics Screening:

We had 5 disadvantaged children in Year 1. 4 passed the PSC with an average score matching that of their non-disadvantaged peers. The child who did not pass has an EHCP and is PLAC.

In Year 2, we had two disadvantaged children who had to repeat the Phonics screening due to not meeting the threshold in Year 1. They both did not pass. One has an EHCP and the other is on our SEND support list for significant SPLD.

*It is our singular and unwavering goal that all of our children have secure foundations in Phonics to ensure they are KS2-ready. **2024 was our most successful summer yet in the PSC, with 94% of our 88 Year 1 children passing the check⁸.** The approach we take, and our relentless pursuit of success in Phonics and early reading for all of our children, is supported by extensive evidence: [Phonics | EEF](#)*

Year 2 Optional SATs & Teacher Assessment : We had three disadvantaged children in Year 2. Two have significant SEND, scored in the lowest range of the RBA, were not awarded GLD in Reception, did not pass PSC in Year 1 and as stated above, did not pass

⁸ At Reception, entry, 21 children within this cohort attained low scores on the RBA. By the end of Reception, only 4 did not attain GLD.



in Year 2. We are assessing them using PKS standards and they are following a bespoke reading programme in Year 3. The third child met ARE in Reading & Maths.

Year 4 Multiplication Tables Check: We had 8 disadvantaged children in Year 4. Their average score on the MTC was 23.3 (compared to average non-disadvantaged score of 23.6). 6 of our disadvantaged children scored 24 or 25.

Year 6 SATs & Teacher Assessment: We had 7 disadvantaged children in Year 6. Two of these children did not meet ARE in Reading, Writing or Maths. These children joined us in Year 4 and both had significant SEND. 1 child met expectations in Maths but not in Reading and Writing. This child had been with us since Reception but had very complex home circumstances and significant SEND. Of our other 4 disadvantaged children (one PLAC and all on our Pastoral watchlist), all met the standard in Reading, Writing and Maths and 3 attained at the higher level in Reading.

Executive Summary

We believe that our disadvantaged children received their entitlement to a full, rich, broad and balanced education. They participated in theatre visits, attended school trips and, where relevant, went on residential. They took advantage of the extra-curricular club activities offered to them and participated in other activities including author visits and transition activities offered by local selective secondary schools. Their pastoral and SEND needs were met by a well-staffed and experienced team who ensured that all provisions were in place to ensure successful academic outcomes.

Those who left our school in Summer 2024 had, where needed, enhanced transition arrangements.

**We believe that we delivered on our statement of intent:
that our children should have life, and have it abundantly.**