



Pupil Premium Strategy & Statement

Bowdon Church School 2025-26

Statement of intent:

Our children should have life, and have it abundantly

This statement details our school's use of pupil premium funding to help improve the attainment of our vulnerable children, including those in receipt of Pupil Premium funding.

It outlines our Pupil Premium (PP) strategy, how we intend to spend the funding this academic year, and the outcomes for pupils in receipt of PP funding during the academic year 2024-25.

School Overview at December 2025

Detail	Data
Number of pupils in school	620 ¹
Proportion (%) of pupil premium eligible pupils	7% ²
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sam Halliwell, Acting Executive Headteacher Amy Unwin, Chair of Governors
Pupil Premium lead	Sam Thompson, KS2 and Assessment Lead
Governor lead	Amy Unwin, Parent Governor

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year (April 25-March 26) (£1515 per eligible child for PP & £2630 for PLAC) ³	£36,360 (deprivation x 24 children) plus £15,780 (PLAC x 5 children)
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£52,140

¹ At 3.12.25

² This is based on 43 children, which is the current number in school at 11.12.25. This includes 5 x (P)LAC children.

³ This funding is based on 29 children, 24 x PP and 5 x (P)LAC at the time of the Oct 24 census, when 25-26 allowances were set. Some of those children were in Year 6 and have left; more have joined.



Part A: Pupil Premium Strategy Plan

Our statement of intent

We are an inclusive school and are committed to securing excellent outcomes for all children, especially those who are vulnerable, including children in receipt of Pupil Premium funding, those with SEND and those known to children's social care.

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:

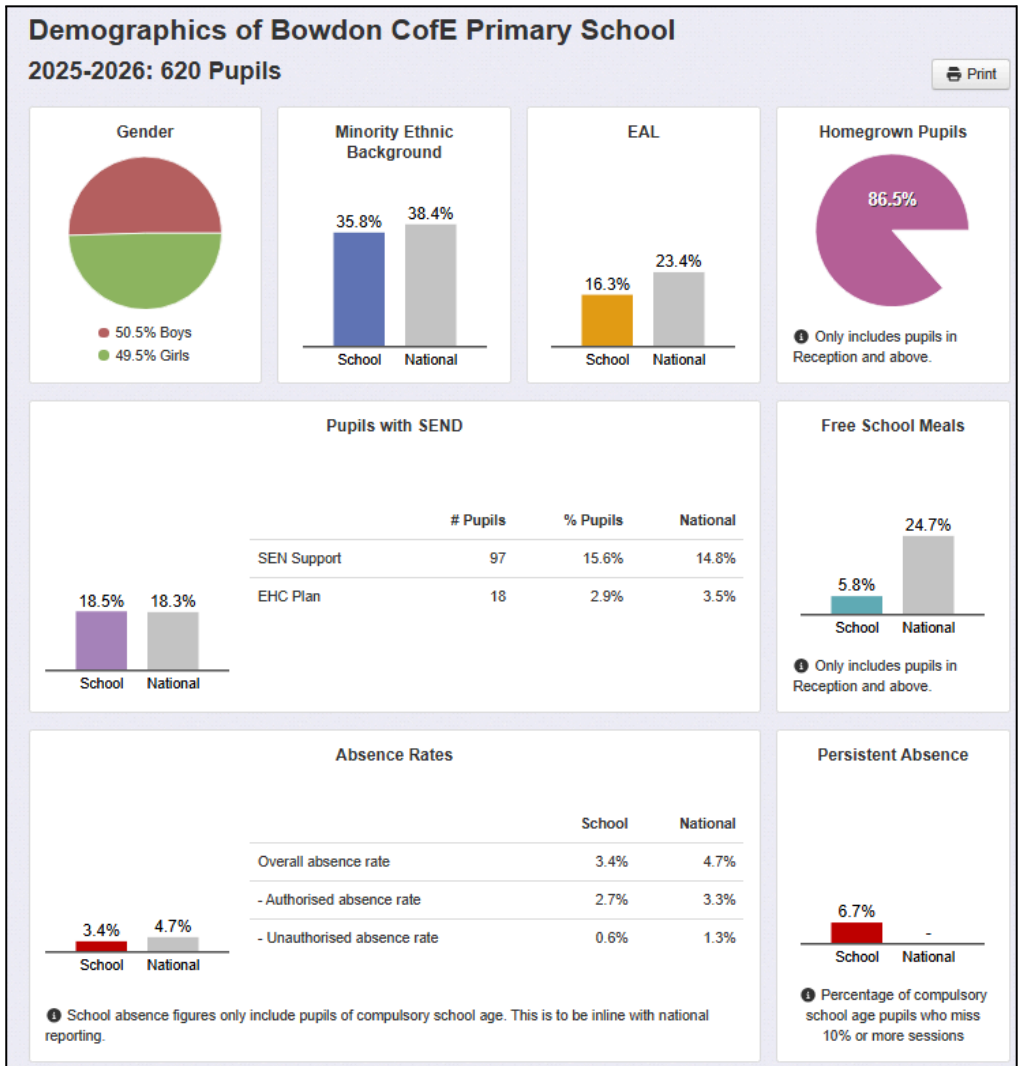
- every child to be on track to secure at least age-related expectations by the end of Year 6 (unless there is an identified long term educational barrier)
- close the attainment gap between those who are vulnerable and those who are not, including addressing any learning differences
- the attendance of Pupil Premium children is closely monitored, is above 96%, and if not, there is evidence of school intervention to promote rapid and sustained improvement
- all 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.



Whole-school Demographics⁴



⁴ FSM figure states 5.8% as this is based upon 36 children who are currently eligible for FSM. It does not include (P)LAC children and Ever 6

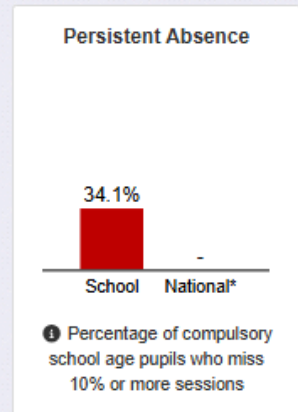
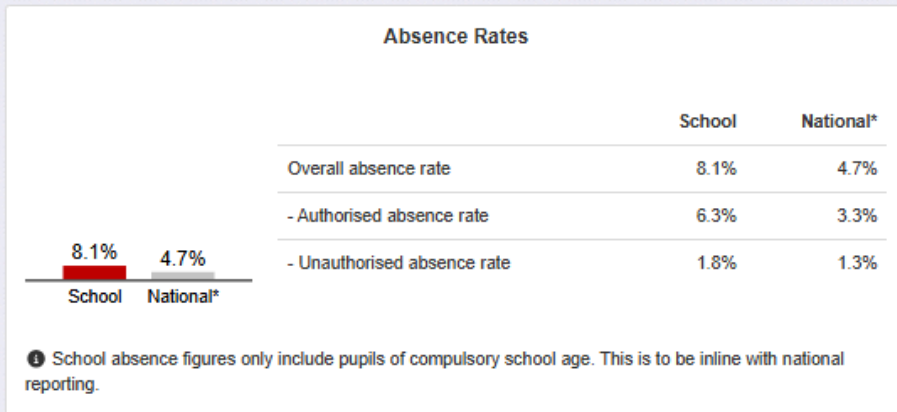
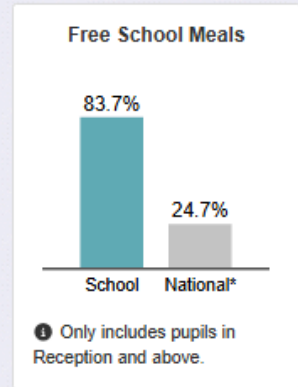
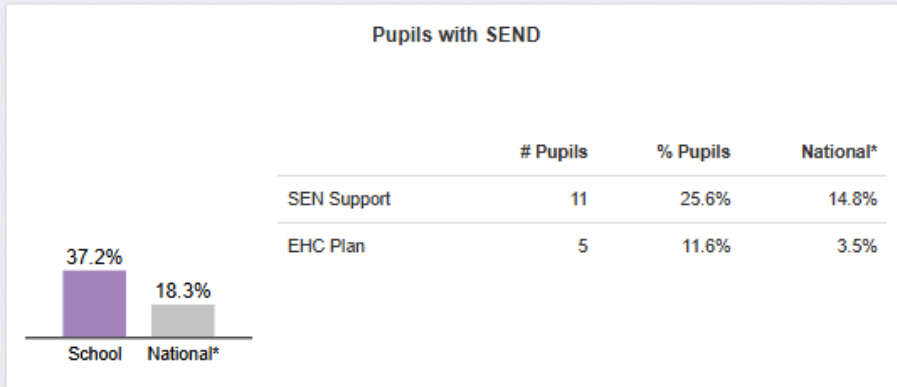
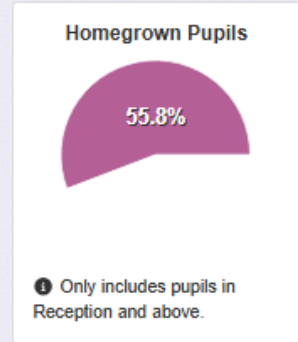
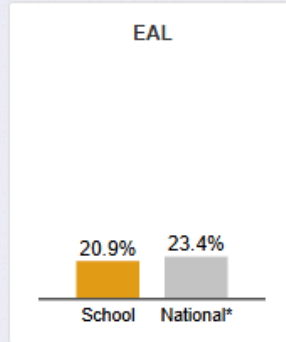
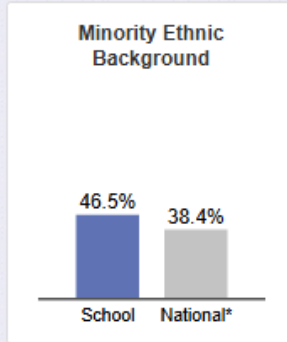
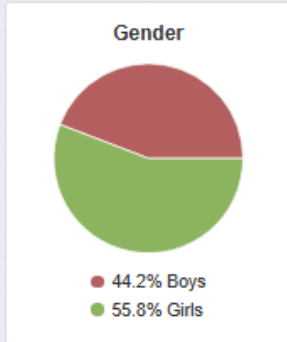


Pupil Premium Demographics

Demographics of Bowdon CofE Primary School

2025-2026: 43 Pupils (who are pupil premium)

Print





Summary of differences

- Our Pupil Premium children are slightly more likely to be girls than boys
- They are more likely to be from a minority ethnic background
- They are slightly more likely to be EAL
- They are much more likely to be mobile (to join us later than Reception)
- They are much more likely to be on the SEND register as SEND Support or with an EHCP
- They are much more likely to be persistently absent, experience EBSNA, and more likely to have generally low attendance and poor punctuality

All of the above represent risk factors. Some are positive (for example, by the end of KS2, our girls historically outperform our boys and our EAL children outperform non-EAL) and some are negative (for example, our SEND children have poorer outcomes than non-SEND and our PA children have poorer outcomes than peers with good attendance).

Our whole-school vulnerability index tracks these (and other) risk factors, and our internal data indicates that the more risk factors a child has, the greater the likelihood that their outcomes will be lower across all measures - academic, social and emotional. We are therefore committed to understanding and addressing these risk factors, and we do so using a multidisciplinary approach, which involves our SENDco, Attendance Lead, Pastoral Lead, Class teachers, SLT and, where appropriate, external professionals.

Our Contextual Challenges

Challenge number	Detail of challenge
1	Our Pupil Premium children are far more likely than their non-PP 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.
2	Our Pupil Premium children are more mobile : they are much more likely to join us post-Reception and our internal data consistently tells us that all children who do not have a strong start with us in Reception have poorer outcomes.
3	The SEMH needs of our Pupil Premium 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.
4	Formative assessments, curriculum monitoring and pupil voice activities indicate underdeveloped oral language skills and vocabulary gaps in our PP children. These are evident from Reception through to KS2 and unless addressed by us, will hold them back in education and in life.
5	A strong reading culture in the home is more likely to be lacking in our PP children. This impacts their early attainment and progress in Reading and later, their attainment and progress in Writing, meaning they have lower prior attainment than peers.
6	Core Maths knowledge is lacking in many of our PP children. At school entry they have lower numerical awareness than their peers and this continues through KS1 and KS2.
7	We see in our PP 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 like they belong, and impact their sense of self-worth and perception of potential.
8	Many of our PP children have complex home lives : parents who work long hours, split parenting, large families, and parents who are struggling with their mental health. Our PP 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.



Intended Outcomes

Intended outcome	Success criteria
<p>Attendance above 96% or if not, evidence of rapid improvement.</p> <p>Persistent absence is addressed, including working with Trafford Attendance Management team, School Nursing Team etc.</p> <p>Punctuality is in line with the school average.</p>	<p>Attendance of PP children is at least 96% and punctuality is judiciously monitored by the Attendance Lead.</p> <p>Strong support provided by school for pupils/families whose attendance is below 90%, including pastoral team intervention and referrals to external professionals. All family engagement is formally recorded and tracked.</p>
<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. Pastoral and SEND interventions are formally recorded.</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.</p>	<p>All of our Pupil Premium (PP) 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.</p> <p>The average progress score of our PP children is equal to or higher than their non-PP peers.</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 PP children attain a score of >32 in PSC.</p> <p>All Year 4 PP children attain a score of >20 in MTC.</p>
<p>In all year groups, close the attainment gap between PP children and peers, particularly in Writing, where they are more likely to be trailing against age-related expectations than peers.</p>	<p>Adaptive teaching strategies are embedded.</p> <p>Targetted interventions address gaps in skills/knowledge.</p> <p>PP children are spotlighted in termly Pupil Progress meetings and in weekly team/phase meetings.</p> <p>Reasonable adjustments are investigated and introduced where appropriate.</p> <p>All interventions have SMART targets and are evaluated half-termly for impact.</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>Ensure that PP children participate fully in school life, through co-curricular activities, representing the school in sport, trips and residentials.</p>	<p>All PP children take advantage of our club offer, attend trips and residential and participate in school events such as theatre, author and library visits, and in themed curriculum days. All children are given the opportunity to represent the school externally.</p>



Planned Activities 2025-26

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: £30,000⁵

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of excellent practitioners and 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 reflective regarding their practice.</p> <p>Our Staff CPD log reflects the professional development staff have undertaken across the school.</p>	<p>The EEF Guide to Using Pupil Premium states that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Effective Professional Development EEF</p> <p>The EEF Guide to the Pupil Premium EEF</p>	<p>1,2,3,4,5,6,7,8</p>
<p>Embedded approach to 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>In Summer 2026 we hope to be awarded the Silver Rights Respecting School award, which will particularly benefit our PP 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>The Rights Respecting Schools Award UNICEF UK</p>	<p>1,2,3,4,7</p>

⁵ This includes staff CPD budget, cost of online resources to support learning and RRSA membership.



<p>Ongoing embedding of The Write Stuff - 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 PP 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>1,4,5</p>
<p>Enhancement of our core Maths teaching in line with DfE and EEF guidance.</p> <p>New Maths subject leadership for the academic year 25-26 will ensure fresh eyes and ambition across our Maths curriculum.</p>	<p>Evidence-based approaches followed:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>EEF guidance followed, based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>NCETM Mastering Number Programme launched in KS1 2024-25, aiming 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>Participation in Trafford-wide digital WellComm launch for EYFS</p>	<p>Digital WellComm will spotlight gaps in children’s speech and language skills and enable sharp, focussed interventions to address them.</p>	<p>1, 4, 5</p>
<p>Embedded Adaptive Teaching across the curriculum through staff training and ongoing monitoring and evaluation, to ensure access and success for all.</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>	<p>1,2,4,5,6</p>
<p>Embedded Formative Assessment & Assessment for Learning (Afl) through the curriculum.</p> <p>Our ‘house style’ pedagogy includes retrieval practice, chunking, scaffolding, small steps, checks for understanding, repetition and feedback loops, to anticipate and reduce misconceptions, to ensure learning sticks, 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>	<p>1,2,4,5,6</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, Widgit, SPaG.com, Google Classroom</p>	<p>Using Digital Technology to Improve Learning EEF</p>	<p>1,2,3,4,5,6,7</p>



Targeted Academic Support

Projected cost: £10,000⁶

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of support staff to deliver individual, small group and flexibly 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 pedagogy and resources designed to accelerate their progress.</p>	<p>2. Targeted academic support EEF</p> <p>Internal data indicates strong impact of the approaches we use - for example, on entry to KS2 in September 2024 we had a number of children who had still not passed the Year 1 PSC. By September 2025, they had passed, and it is our expectation that they will now meet ARE for Reading by the end of KS2.</p>	1,2,3,5,6,7
<p>Increased SEND provision through adding capacity to the internal SEND team and the use of external professionals - Educational Psychologist, Occupational Therapist, SALT professional⁷.</p> <p>We are part of the Trafford PINS (Partnerships for Inclusion in Neurodiversity) project.</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 PP children, many 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 PP children have all barriers to learning systematically identified and removed.</p>	1,2,3,5,6,7
<p>Subscription to GL Ready & FFT, which include diagnostic tools used to identify specific learning difficulties (SpLD) and gaps in phonics and reading fluency in KS2 children. We use these tools for identifying children with learning differences, who will need reasonable adjustments made to support their learning and access arrangements in formal and statutory tests.</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>	1,2,4,5
<p>Staff training on how best to support Reading & Writing for EAL children, including consulting with external professionals</p>	<p>An increasing number of our PP children are EAL.</p> <p>Staff training to ensure that we are utilising best practice approaches in supporting them will optimise their outcomes.</p>	1,2,4,5
<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 PP 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>	1,2,3,4,5,6,7

⁶ This includes subscriptions to online tools and staff PD for EAL.

⁷ In 25-26 we will spend >£40k on the services of these professionals. A significant number of children they support are our Pupil Premium children.



Wider strategies

Projected cost: £12,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased focus on attendance and punctuality by Attendance Lead, who closely monitors the attendance of all families who are PA or at risk of PA and offers support.	EEF blog: Supporting School Attendance: A new tool for reflection and planning	1,2,3,4,5,6,7,8
Engagement with external providers of mental health and behavioural support and internal PD for staff to embed Zones of Regulation, Relational Belonging & Restorative Practice.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2,3,7,8
OPAL Play	Our PP children are disproportionately likely to experience SEMH issues. Positive, productive playtimes can significantly impact their attitudes towards school, their social skills and general wellbeing. Evidence tells us that children learn better and are happier before and after successful play. We have significantly invested in staff PD and equipment. Outdoor Play And Learning (PDF) Child-led research investigating social, emotional and mental health and wellbeing aspects of playtime	3,7,8
The Hub Lunchtime Reflection Room	The Hub is a new approach to supporting children who need co-regulation time. It is an all-day quiet space, staffed by members of our pastoral team, where children can go to emotionally regulate and, if appropriate, complete work. Children can also use this space during lunchtime to socialise and eat if overwhelmed in the large dinner hall. At lunchtime, we also have a supervised Reflection Room, where children can go to regulate and reflect following behaviour that does not meet our expectations in the playground.	3,7
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.	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 PP funding to subsidise visiting theatre company visits, trips, residentials and experience days. We offer our PP children one free after-school club per half term. Our PTA pays for their entry to school Christmas & Summer Fairs.	7,8
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 to needs that have not yet been identified - for example, to support families who cannot afford to pay even the subsidised cost for them to attend residentials.	All

Total budgeted cost: £52,140



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

We have analysed the performance of our school's PP pupils during the 2024/2025 academic year using key stage 1 and 2 performance data, EYFSP, PSC and MTC results, and our own internal assessments. Our KS2 results were the highest the school has seen since having a cohort of 90 and reflect the herculean efforts of all of our staff over the 7 years those children were with us:

Key Stage 2										
Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	80% +	59%	83% +	60%	88% +	61%	91	80% +	62%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	22% +	7%	23% +	8%	28% +	8%	91	34% +	8%
Reading	% of pupils achieving the expected standard	88% +	74%	91% +	73%	92% +	74%	91	87% +	75%
Reading	% of pupils achieving the higher standard	47% +	28%	53% +	29%	56% +	29%	91	69% +	33%
Reading	Average scaled score	107.8 +	105.0	109.9 +	105.0	109.6 +	105.0	89	110.3 +	106.0
Writing	% of pupils achieving the expected standard	83% +	69%	88% +	71%	89% +	72%	91	86% +	72%
Writing	% of pupils working at greater depth	32% +	13%	30% +	13%	31% +	13%	91	36% +	13%
Maths	% of pupils achieving the expected standard	90% +	71%	92% +	73%	92% +	73%	91	90% +	74%
Maths	% of pupils achieving the higher standard	53% +	22%	63% +	24%	59% +	24%	91	68% +	26%
Maths	Average scaled score	108.5 +	104.0	110.9 +	104.0	110.0 +	104.0	89	111.4 +	105.0
GPS	% of pupils achieving the expected standard	89% +	72%	91% +	72%	88% +	72%	91	90% +	73%
GPS	% of pupils achieving the higher standard	57% +	28%	59% +	30%	62% +	32%	91	69% +	30%
GPS	Average scaled score	110.3 +	105.0	111.0 +	105.0	110.9 +	105.0	89	113.4 +	105.0
Science	% of pupils achieving the expected standard	94% +	79%	99% +	80%	98% +	81%	91	98% +	82%

A summary of all statutory results can be viewed using the following link:

[BCS Data Summary - Summer 2025](#)

EYFSP:

We had 2 PP children in Reception. One attained GLD and the other did not. The child who did not get GLD scored in the lowest quartile of the Reception Baseline Assessment. Both of these children had good attendance.

Year 1/2 Phonics Screening:

We had 3 PP children in Year 1. 2 comfortably passed the Phonics Screening Check (PSC). One has an EHCP and was disapplied. Two of these children were from families receiving support from our Attendance Lead.

In Year 2, we had 2 PP children who had to repeat the Phonics screening due to not meeting the threshold in Year 1. They both passed.

Year 2 Optional SATs & Teacher Assessment : We had 9 PP children in Year 2. All are performing in line with or exceeding their own prior attainment. More than half are meeting or exceeding age-related expectations (ARE). Attendance was below our expectations (though not at PA level) for 3 families, and our Attendance Lead supported them.

Year 4 Multiplication Tables Check: We had 5 PP children in Year 4. 4 of these children scored 22 or more in the MTC. The other has a complex history and did not pass. Attendance was not an issue in this cohort.



Year 6 SATs & Teacher Assessment: We had 5 PP children in Year 6. 2 passed Reading & Maths SATs and met the expected standard for Writing (despite one being Persistently Absent and receiving extensive support from our Attendance Lead). One achieved the higher level in Reading & Maths SATs and achieved the expected standard in Writing. Two, who had complex SEND including significant SEMH and home issues, did not meet the expected standard in any core area. We supported them and their families with enhanced transition to year 7, where both are doing well.

Executive Summary

We believe that our Pupil Premium and vulnerable children received their entitlement to a full, rich, broad and balanced education.

They participated in author and theatre visits, attended school trips, represented the school in sport, were included in Pupil Leadership groups and, where relevant, went on residential. They took advantage of co-curricular activities offered to them and participated in other events including 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. Their attendance and punctuality were closely monitored and supported.

Those who left our school in Summer 2025 had, where needed, enhanced transition arrangements.

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