



# Pupil premium strategy statement –

## Bowdon Church School 2023-24

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 2023

Detail	Data
Number of pupils in school	624
Proportion (%) of pupil premium eligible pupils	4.6%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sam Halliwell, Headteacher Kate Burke, Chair of Governors
Pupil premium leads	Steph Ailion, Assistant SENCo and PP Lead Sam Thompson, KS2 English & Assessment Lead
Governor lead	Amy Unwin, Parent Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year ( <a href="#">£1455 per eligible child</a> )	£46,495
Recovery premium funding allocation this academic year ( <a href="#">£145 per eligible child</a> )	£4205
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£50,700</b>

## Part A: Pupil premium strategy plan

### 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.

We use approaches to teaching, learning and assessment that allow us to review each pupil's barriers and put in place 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 95%, 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.

## Contextual Challenges

This details the key challenges that we have identified among the disadvantaged pupils:

Challenge number	Detail of challenge
1	The social and emotional <b>pastoral needs</b> of our educationally disadvantaged children are generally greater than those of other children. 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.
2	<b>Comorbidity with SEND.</b> Our disadvantaged children are more likely than their non-disadvantaged peers to be diagnosed with learning differences, meaning that it can take longer and a different approach for them to reach the same milestones. We also note an increased <b>transience</b> in this group: they are less likely to start with us in reception than their non-disadvantaged peers. There is also a recent shift towards <b>EAL</b> ; that their first language is not English.
3	We see in our educationally disadvantaged pupils a <b>lack of confidence, resilience and independence.</b> 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.
4	Our assessments, observations, and discussions with pupils have indicated <b>underdeveloped oral language skills and vocabulary gaps.</b> These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	A <b>strong reading culture in the home is more likely to be lacking</b> in our educationally disadvantaged children. This impacts their early attainment and progress in Reading and later, their attainment and progress in Writing.
6	<b>Core Maths knowledge is lacking</b> in many of our educationally disadvantaged children - at school entry they have lower numerical awareness than their peers and this continues through KS1 and KS2.
7	Many of our educationally disadvantaged children have <b>complex home lives</b> : parents who work long hours, split parenting, large families, and parents who are struggling with their own mental health. This can impact their children's attendance, punctuality and preparedness to learn.

## Intended outcomes


Intended outcome	Success criteria
Every child feels safe, secure and happy, benefitting from our strong pastoral and SEND offers, meaning that they are ready to learn and will be successful.	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 being cultivated and confidence built.
Vocabulary gaps and a lack of oral language acquisition have been addressed by engagement with external professionals and by staff internally, who have been trained to support children presenting with these issues.	Sessions have been delivered both by external and internal staff and targets for them met. Staff have attended training and feel confident supporting children. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
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 (unless there is an identified long term educational barrier)	All of our educationally 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 peers.
Close the attainment gap between those who are educationally disadvantaged and those who are not by delivering provision which accelerates progress. Our 2023 KS2 data told us that Reading and Writing are the areas in which our disadvantaged children are more likely to trail against their peers, and so these are our focus areas.	Teachers 'spotlight' disadvantaged children in order to implement early interventions in core subjects to address gaps in learning. They are discussed in termly Pupil Progress meetings and on agenda for Governor Curriculum & Assessment meetings. Their progress in Reading and Writing is accelerated.
Core Maths knowledge is secure, evidenced by strong performances in Year 4 MTC (Multiplication Tables Check)	All Year 4 children attain a score of >20
Attendance rate above 95% or if not, evidence of rapid improvement.	Attendance rate of disadvantaged pupils is at least 95%. Strong support provided by school for pupils/parents whose attendance is below 90% - pastoral team intervention; on SLT radar.

## Activities 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 & Learning

**Projected cost: £24,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding oracy across the school curriculum in English lessons, through explicit teaching of speaking in 'scholar sentences'. This will support children to articulate key ideas, consolidate understanding and extend vocabulary.</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 impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>The Write Stuff - embedding a new, evidence-informed and consistent approach to the teaching of writing from Years 1-6. Evidence tells us that writing is the curriculum area that our disadvantaged children are most likely to struggle with, due to their historic reading and speaking 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 (yeargroup-dependent) editing. 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>3, 4, 5</p> 
<p>RWi Spelling Scheme implemented in Years 1-6.</p>	<p>Following seamlessly from our highly-effective synthetic Phonics 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>4, 5</p>



<p>Enhancement of our maths teaching in line with DfE and EEF guidance.</p> <p>Our Maths team has been expanded to include staff members from EYFS, KS1 &amp; 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><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>	<p>6</p>
<p>Coding and analysis of Reception Baseline data, which identifies children's starting points.</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><i>"The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly"</i></p> <p>David Ausubel</p>	<p>4, 5, 6</p>
<p>Purchasing of standardised termly testing 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 pupil to help ensure they receive the correct additional support through interventions or adaptations to teacher instruction</p>	<p>4, 5, 6</p>
<p>Training and release time for teachers, to ensure that their subject knowledge is optimal and they are using best practice pedagogy. Staff CPD log reflects the amount of CPD staff have engaged with 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><a href="#">EEF: Pupil Premium Menu</a></p>	<p>2, 4, 5, 6</p>

## Targeted academic support

Projected cost: £2,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to FFT, which includes a diagnostic Reading Assessment tool that identifies gaps in phonics and reading fluency capability in KS2 children	Phonics approaches have a strong evidence base indicating a positive impact on pupils. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4, 5, 6
KS1 boosters to address gaps in Phonics.	Our internal evidence indicates that disadvantaged children are more likely to struggle with Phonics. This is supported by The National Literacy Trust's work on supporting disadvantaged children catch up post-COVID, which outlines the importance of additional tutoring to these children to reduce the learning gap between them and their peers. <a href="#">COVID-19 and literacy: Discussion, analysis and recommendations</a>	3, 4, 5
Staff training on how best to support Reading & Writing for EAL children	An increasing number of our disadvantaged children are EAL. Staff training to ensure that we are utilising best practice approaches in supporting them will optimise their outcomes.	3, 4, 5

## Wider strategies

Projected cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with external providers of mental health and behavioural support	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 7
Providing financial support for families to enable purchase of school uniform, access to extra-curricular activities and school experiences.	<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.</p>	7
OPAL - a programme aimed at reviewing and introducing new provision to improve playtimes	<p>Our disadvantaged children are disproportionately likely to suffer from SEMH issues. Productive, enjoyable playtimes can significantly impact their attitudes towards school, their social skills and general wellbeing:</p> <p><a href="#">Outdoor Play And Learning (PDF) Child-led research investigating social, emotional and mental health and wellbeing aspects of playtime</a></p>	1, 2, 3, 7
New school library - a newly built and stocked library which all children will enjoy during timetabled weekly lessons from Spring 24	<p>Reading for pleasure is a key pillar in our closing the gap agenda for PP children, and our new library will facilitate 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.</p>	1, 2, 3, 4, 5, 6
Contingency fund for acute issues	<p>Based on our experiences and those of similar schools to ours, we have identified and set aside a small amount of funding to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £50,700**

## 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 2022/2023 academic year using key stage 1 and 2 performance data, phonics screening 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:

<https://primarysite-prod-sorted.s3.amazonaws.com/bowdon-church-school/UploadedDocument/e5b6748c-d0d6-430b-8865-b33087cbcdf5/bcs-data-summary-summer-2023-on-website.pdf>

**EYFSP:** We had 5 disadvantaged children in Reception. 1 failed to attain GLD. This child was one of 8 who did not attain GLD.

**Year 1/2 Phonics Screening:** We had 4 disadvantaged children in Year 1. There was significant comorbidity with SEND and one was disapplied from the Phonics Screening check. Two did not pass. One did pass.

In Year 2, we had one disadvantaged child who had to repeat the Phonics screening due to not meeting the threshold in Year 1. That child passed. 3 other children (not disadvantaged) did not.

*It is our singular and unwavering goal that all of our children have secure foundations in Phonics to ensure they are KS2-ready. 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 SATs & Teacher Assessment :** We had one disadvantaged child in Year 2, and whilst that child passed the Phonics screening check (as detailed above), they did not meet age-related expectations in the core areas of Reading, Writing & Maths. Potential SEND issues are being investigated and the child is involved in interventions across all core curriculum areas in Year 3.

**Year 4 Multiplication Tables Check:** We had 5 disadvantaged children in Year 4, of whom 3 achieved scores <20 on the MTC. Two of these children did not start at BCS in Reception. Two have SEND.

**Year 6 SATs & Teacher Assessment:** We had 6 disadvantaged children in Year 6, two of whom were EAL and a different two had SEND diagnoses. 4 attained a scaled score of

>100 in Maths (1 at the higher level). 3 did so in Reading (2 at the higher level). 4 attained a scaled score of >100 in Grammar, Punctuation and Spelling. 3 met the expected standard in Writing.

### **Summary**

Our disadvantaged children received their entitlement to a full and rich education. They participated in theatre visits, attended all 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 an author visit (where only pupil premium children were selected) and transition activities offered by local selective secondary schools. Their pastoral and SEND needs were met by a well-staffed and experienced team who engaged in regular meetings with them regarding their wellbeing, and who ensured that all provisions were in place to ensure successful academic outcomes.

Those who left our school in Summer 2023 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.**