

Bowness-on-Solway Primary School

Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bowness-on-Solway Primary School
Number of pupils in school	41 + 2 preschool
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	Autumn 2023-24
Date on which it will be reviewed	Autumn 2026-27
Statement authorised by	Stuart Walsh, Headteacher
Pupil premium lead	Stuart Walsh, Headteacher
Governor / Trustee lead	Rachael Holliday, Finance Chair and Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£5,820

Part A: Pupil premium strategy plan

Statement of Intent

Our intent with regard to the Pupil Premium strategy aligns with our published school vision and values, notably the focus on inclusion for *all* pupils, our desire to empower individuals and our resolve to facilitate achievement for all.

Every child is seen as an individual whilst also each being an important part of the community which we value so much. Therefore our intent is for all pupils to enjoy full access to the school curriculum through the removal of barriers and guaranteed access to substantial, effective adult support which includes personalised challenge so that every child can be happy and safe, whilst engaging in highly successful learning.

The cultural capital of all pupils is paramount so we ensure that no pupil misses out: everyone is included and engaged with a broad range of experiences and opportunities in order to ensure good well-being and preparedness for the future.

As a collective staff and community, our intent is that every pupil leaves Bowness-on-Solway school equipped with the key skills associated with independence, confidence, knowledge and citizenship so that they can enjoy a happy and productive life, and can support others to do the same.

Challenges

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

Challenge number	Detail of challenge
1	Pupils with complex needs, including speech and language, social communication, poor working memory and attention difficulties.
2	Assessments and observations suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Limited life experiences and opportunities to experience enrichment opportunities due to SEND / disadvantage.
4	Ensuring that the well-being needs of individual children are met.

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
Pupils make at least expected progress in core subjects.	Gap will close in progress made between PP and non-PP as evidenced by national assessment data and data from school assessment.
A measurable increase is evidenced in reading attainment and mental maths skills for PP pupils.	Increased reinforcement in reading and maths at home and in school leads to greater engagement including frequency of reading and maths knowledge including multiplication tables.
Pupils access an appropriate range of interventions to meet their SEND needs, including speech and language.	As their SEND needs are being addressed, PP pupils meet their targets set in R,W,M as a minimum.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil voice to reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work to be developed.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will 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.
Good well-being of all pupils.	Engagement with programmes including <i>Drawing and Talking</i> and <i>KidSafe</i> evidence high levels of confidence and overall well-being for all pupils.

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: £4,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for senior mental health lead (SMHL)	<p>Evidence from the DfE that SMHL supports attendance, behaviour and emotional health & well-being.</p> <p>https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools</p> <p>https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</p> <p>https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</p>	1, 2, 4
<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.</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>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>	1, 2, 4
Retention of staff to ensure high staff to pupil ratios plus 1:1 and small group work for disadvantaged pupils.	<p>EEF evidence finds that, <i>Small group tuition has an average impact of four months' additional progress over the course of a year... One to one tuition and small group tuition are both effective interventions.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3, 4

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

Budgeted cost: £1,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● Quality first teaching for all pupils. ● Maths and English are high priority on school development plan and CPD plan. ● Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<p>https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</p> <p>https://idlsgroup.com/our-customers/local-authorities/</p> <p>Recommendations from external professionals including Speech & Language Therapists and the WELL programme.</p> <p>Observed positive outcomes from prior implementation of interventions.</p> <ul style="list-style-type: none"> ● EEF guide to pupil premium – tiered approach: teaching is the top priority, including CPD. ● Sutton Trust: quality first teaching has direct impact on student outcomes. ● Training and supporting highly qualified teachers deliver targeted support. 	1, 2, 3, 4
<p>Subscription to web-based programmes to be used in school and at home:</p> <ul style="list-style-type: none"> ● Speech Link ● IDL ● Purple Mash ● TTRS ● Doodle ● Discovery Education ● Letter Join 	<p>EEF toolkit: parental engagement.</p> <p>EEF guide to pupil premium: targeted academic support</p> <p>EEF – digital technology: clear evidence that technology approaches are beneficial for writing and maths practice.</p>	1, 2, 3, 4

<ul style="list-style-type: none"> ● TAs deliver timetabled interventions to pupils identified as in need. ● Speech and language therapist supports SENCO / TAs to plan and deliver speech interventions. ● <i>Drawing & Talking</i> therapy. 	<ul style="list-style-type: none"> ● EEF: oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> ● High quality small group interventions. ● Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. ● Specialists lead CPD sessions and clinics with individual pupils and staff. ● Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. <p>EEF: social and emotional learning improves interaction with others and self-management of emotions. This impacts on attitudes to learning and social relationships in school, which increase progress and attainment.</p>	1, 2, 3, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

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

Budgeted cost: £620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● Cultural capital experiences promoted in the curriculum. ● Funding of trips including residential for PP. ● PP supported to attend sports events. ● Outdoor learning funded and encouraged. 	<p>Learning is contextualised in concrete experiences and language-rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>SHEU data.</p> <p>EEF: sports participation increases educational engagement and attainment.</p> <p>EEF: outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	<p>3, 4</p>

Total budgeted cost: £5,820

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 2022 to 2023 academic year.

Purchase and implementation of a [DfE validated Systematic Synthetic Phonics programme](#) has secured stronger phonics teaching for all pupils. 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: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](#)

Use of the Pupil Premium to maintain high staff to pupil ratios and to enable 1:1 and small group work has led to increased progress and attainment for disadvantaged pupils in core subjects.

Class teachers report increased social interaction from pupils in receipt of the Pupil Premium.

Disadvantaged pupils have developed their cultural capital through enhanced learning experiences including educational visits. Children engaged with stop-motion activities resulting in opportunities to articulate feelings.

Introduction of the *Drawing and Talking* programme has impacted positively on the well-being of targeted individuals, including supporting secondary readiness.

Pupils in receipt of Pupil Premium achieved at least EXS in all subjects upon leaving KS2.