

Pupil Premium Strategy Statement 2026-27

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 Primary School
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	42.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Miss S Wright
Pupil premium lead	Miss S Wright
Governor / Trustee lead	Simone Patterson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 83,290
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	£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	£83,290

Part A: Pupil premium strategy plan

Statement of intent

At Bowness Primary School, 42.6% of pupils are disadvantaged, significantly above the national average. A high proportion of disadvantaged pupils also have SEND needs, meaning our strategy focuses on ensuring that barriers to learning are identified and addressed early through high-quality teaching, targeted intervention and wider pastoral support.

At Bowness Primary School, our ultimate objective for disadvantaged pupils is to ensure they achieve outcomes that are at least in line with their non-disadvantaged peers nationally by the end of Key Stage 2. We are committed to closing the attainment gap, improving life chances, and ensuring that every child, regardless of background, has access to high-quality teaching, a rich curriculum, and the support they need to thrive academically, socially, and emotionally.

Our current Pupil Premium strategy is designed to be evidence-informed, sustainable, and responsive to the specific needs of our pupils. It is built around three key pillars: high-quality teaching, targeted academic support, and wider strategies to address non-academic barriers to success.

Key Principles of Our Strategy Plan

- **Equity, not equality:** We recognise that disadvantaged pupils may need different or additional support to achieve the same outcomes.
- **Evidence-informed practice:** We use research from the Education Endowment Foundation (EEF) and other trusted sources to guide our decisions.
- **Sustainability:** We invest in long-term capacity building, particularly in teaching quality and curriculum development.
- **Whole-school approach:** All staff are involved in supporting disadvantaged pupils, and the strategy is embedded in school improvement planning

- **Rigorous monitoring and evaluation:** We track the impact of our actions and adapt our approach based on what wo

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of children enter EYFS with very low or limited language and vocabulary skills, which impacts on speaking and listening, oral communication and language and reading skills which impacts on all areas of learning.
2	Disadvantaged pupils often start school behind their peers and may struggle to catch up without targeted support.
3	Persistent Absence is higher in DA pupils than that of Non-DA pupils in school.
4	Many DA pupils have few opportunities to benefit from cultural and social events and experiences. Parents/carers are unable to fund curricular enrichment opportunities, including trips. Financial constraints result in inability to purchase educational resources, including study support materials and IT facilities
5	Social, Emotional and Mental Health (SEMH) Needs: Higher incidence of emotional regulation difficulties and mental health concerns.
6	Parental Engagement: Lower levels of parental confidence or capacity to support learning at home.

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 attainment in reading, writing and maths	Disadvantaged pupils achieve outcomes that are in line with or above national outcomes for non-disadvantaged pupils in reading, writing and mathematics by the end of Key Stage 2.
Accelerated progress from KS1 to KS2	Disadvantaged pupils make at least expected progress from their starting points, with an increasing proportion making better than expected progress across reading, writing and mathematics.
Improved oral language and vocabulary	The percentage of disadvantaged pupils achieving age-related expectations in speaking, listening and writing will increase. Monitoring, pupil voice, work scrutiny and assessment will demonstrate increased use of ambitious Tier 2 and Tier 3 vocabulary.
Improved attendance and reduced persistent absence	Attendance for disadvantaged pupils improves year-on-year and persistent absence reduces, moving closer to or exceeding national averages.
Improved wellbeing and readiness to learn	Behaviour incidents involving disadvantaged pupils will reduce. Pupil voice surveys will show that at least 90% of disadvantaged pupils feel safe, supported and ready to learn.
The attendance of DA pupils at extra-curricular activities is strong.	All disadvantaged pupils access at least one extra-curricular activity, enrichment experience or educational visit during the academic year, with participation rates increasing over time.

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: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent, explicit teaching of Tier 2 and Tier 3 vocabulary across the curriculum to develop language, comprehension and communication skills.	<i>Oral Language Interventions (+6 months)</i>	1, 2
Embedding high-quality feedback and metacognitive approaches, including self-assessment, reflection and teacher modelling, to help pupils become increasingly independent and effective learners.	<i>Feedback (+6 months), Metacognition and Self-Regulation (+7 months)</i>	2
Daily supported reading and fluency practice to improve reading accuracy, automaticity, comprehension and confidence.	<i>Reading Comprehension Strategies (+6 months)</i>	1,2
A mastery-informed approach to mathematics, including the White Rose Maths curriculum and ReThink Maths in EYFS, supported by the use of manipulatives and representations to develop conceptual understanding, mathematical reasoning and fluency.	<i>Mastery Learning (+5 months)</i>	1,2
Ongoing professional development and instructional coaching to strengthen adaptive teaching and ensure pupils with additional barriers can access and succeed in the full curriculum.	<i>Effective Professional Development (+3 months)</i>	2, 5

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher-led small group tuition in reading, foundational literacy and mathematics for pupils identified through termly assessment.	<i>Small Group Tuition (+4 months)</i>	2
Targeted 1:1 tutoring for disadvantaged pupils identified through assessment as at risk of underachievement.	<i>1:1 Tuition (+5 months)</i>	2
Implementation of the WellComm language intervention programme to accelerate early speech, language and communication development in EYFS and Key Stage 1.	<i>Oral Language Interventions (+6 months)</i>	1
Structured pre-teaching and overlearning of essential vocabulary, knowledge and concepts to improve curriculum access and retention.	<i>Teaching Assistant Interventions (+4 months)</i>	2
Targeted phonics interventions and daily catch-up sessions to secure decoding fluency and improve reading outcomes.	<i>Phonics (+5 months)</i>	1,2

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

Budgeted cost: £ 25,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance mentoring, family support and parental engagement to improve attendance and reduce persistent absence.	<i>Parental Engagement (+4 months)</i>	3, 6
Provision of breakfast club and a structured start to the day to improve attendance, punctuality, readiness to learn and emotional wellbeing.	<i>Extending School Time (+3 months)</i>	3, 5
Financial support to enable disadvantaged pupils to access educational visits, extra-curricular clubs, music tuition and wider enrichment opportunities.	<i>Arts Participation (+3 months)</i>	4
Targeted pastoral support and SEMH interventions, including Zones of Regulation, to develop self-regulation, resilience and emotional wellbeing.	<i>Social and Emotional Learning (+4 months)</i>	5
Provision of home learning resources and digital access to ensure disadvantaged pupils can fully engage with learning beyond the classroom.	<i>Digital Technology (+4 months)</i>	6

Total budgeted cost: £ 83, 300

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 2025 to 2026 academic year.

Impact
Overall, the school's Pupil Premium strategy has had a significant positive impact on disadvantaged pupils' academic achievement and wider development. Disadvantaged pupils achieved outcomes that compare favourably with national figures, particularly by the end of Key Stage 2, where attainment in reading, writing and mathematics was strong. Pupil Premium funding has also enabled pupils to access a wide range of enrichment opportunities, helping to broaden experiences, raise aspirations and support personal development. School leaders continue to refine the strategy to ensure that outcomes remain consistently strong across all year groups. Early Reading and Phonics Daily reading fluency and targeted phonics interventions contributed to strong outcomes at the end of KS2, where 91% of disadvantaged pupils achieved the expected standard in reading. Whilst outcomes in the Year 1 Phonics Screening Check were lower than national figures for this cohort, early reading and phonics remain a priority for 2026-27 to ensure strong outcomes are sustained across all year groups. At the end of Reception, 50% of DA pupils achieved GLD (1/2 children) compared with 83% of non-DA pupils nationally. In Year 1, 60% of DA pupils (5) passed the phonics check compared with 86% of non-DA pupils nationally. This was the lowest attaining area in 2025-26 and will therefore remain a focus for 2026-27. Key Stage 2 Outcomes Targeted academic support, reading fluency provision and high-quality classroom teaching contributed to strong outcomes for disadvantaged pupils by the end of Key Stage 2.

By the end of Key Stage 2, 82% of DA pupils achieved Reading, Writing and Maths combined compared to 70% of non-disadvantaged pupils nationally.

18% of DA pupils achieved GDS combined at the end of KS2, compared with 11% of non-DA pupils nationally.

Reading - 91% of DA pupils achieved the Expected Standard, significantly above the national average of 63%. 64% of DA pupils achieved Greater Depth in reading, compared to 19% nationally and 50% non-disadvantaged.

Writing - 82% of DA pupils achieved the Expected Standard, significantly above the national average of 60%. 27% of DA pupils achieved Greater Depth in writing, compared to 7% nationally and 25% non-disadvantaged.

Mathematics - 82% of DA pupils achieved the Expected Standard, significantly above the national average of 61%. 27% of DA pupils achieved Greater Depth in maths, compared to 15% nationally and 50% non-disadvantaged. There is a -23% gap between DA pupils achieving Greater Depth in mathematics compared to non-disadvantaged pupils. Improving Greater Depth attainment in mathematics for disadvantaged pupils will therefore be a focus for 2026-27.

Enrichment and Wider Opportunities

Pupil Premium funding enabled disadvantaged pupils to access educational visits, clubs and enrichment opportunities that they would otherwise not have experienced. Participation rates increased and pupil voice indicates that these opportunities positively impacted confidence, engagement and aspirations. These opportunities continue to play an important role in broadening experiences and enhancing cultural capital for disadvantaged pupils.

Attendance and Engagement

Attendance mentoring, parental engagement meetings, home visits and reward systems led to improvements in attendance for a number of targeted pupils. Despite this, persistent absence remains higher amongst disadvantaged pupils than their peers and therefore continues to be a key priority within the 2026-27 strategy.