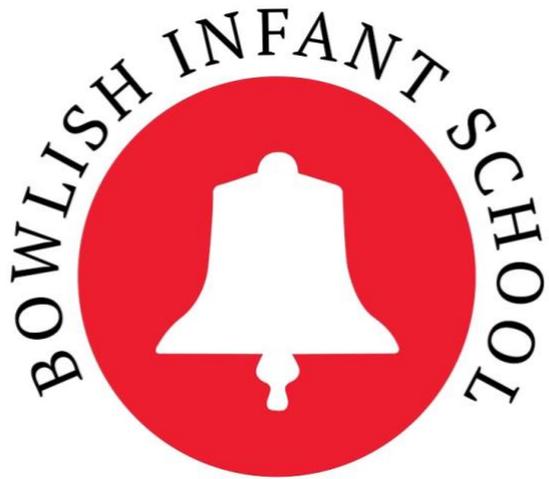
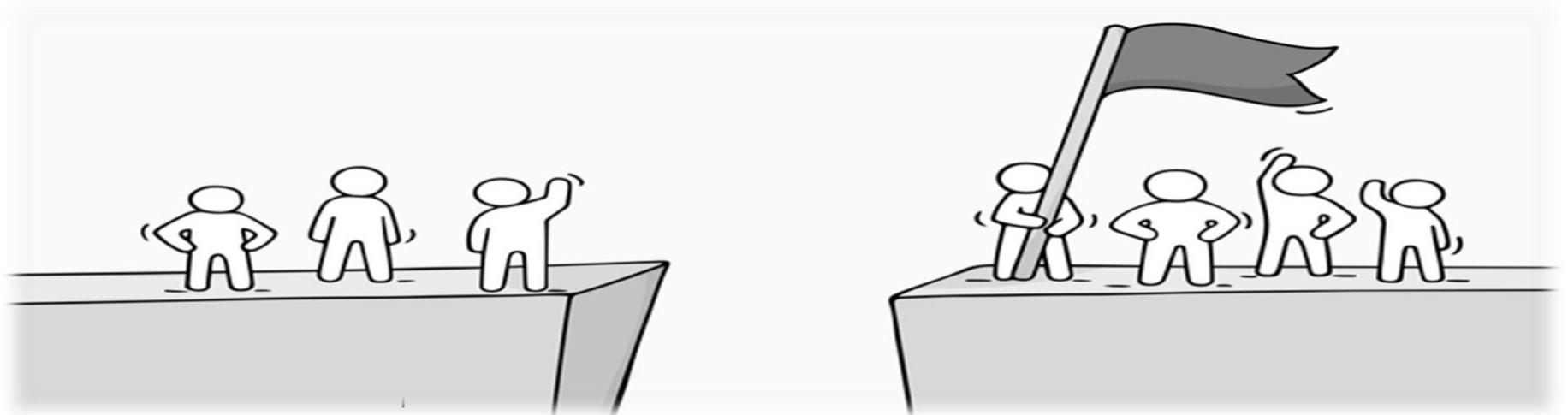


2025-2026



# Pupil Premium Strategy Statement



## Pupil premium strategy statement - Bowlsh Infant School

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 for the period: 2024-2025

Detail	Data
Number of pupils in school	113 (Oct Census 24)
Proportion (%) of pupil premium eligible pupils	17 pupils, 19% (Oct Census 24)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	Annually with a final review in November 2026
Statement authorised by	Full Governing Body
Pupil premium lead	R. Eldred
Governor / Trustee lead	C. Hitt

### Future Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-2026	£ 23,840.00

**1** Diagnose your pupils' needs

**2** Use strong evidence to support your strategy

**3** Implement your strategy

**4** Monitor and evaluate your strategy

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge (Using data, teacher feedback and whole school evaluation)
1	Language and Communication on entry is low, which impacts learning.
2	Emotional Literacy, Awareness and Regulation which impact readiness to learn and engage with school effectively.
3	For a few, Reading and Writing is lower than ARE.

## 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
1	<p>a. Reception PP children's vocabulary and use of language is measurably improved.</p> <p>b. All PP children to achieve GLD.</p>	<ul style="list-style-type: none"> <li>Using their Baseline starting point and Teacher Assessment to the end of the year. All PP children will have made at least expected progress with Language and Communication.</li> <li>All PP children will have achieved GLD.</li> </ul> <p>Through the following provision:</p> <ul style="list-style-type: none"> <li>A focus on Language and Communication in CP and planning with high expectations.</li> <li>A vocabulary rich environment is in place.</li> <li>Use of modelling and effective language development techniques will be observed.</li> <li>Staff training on Language Development from LA Curriculum Advisor.</li> <li>Staff training from Governor to embed a language approach to CP.</li> <li>Parent engagement through workshops to empower the use of language and communication at home.</li> <li>Using class TA to target children have been implemented and successful with ensuring progress.</li> </ul>
2	<p>a. The children can recognise and verbalise how they are feeling in a variety of contexts.</p> <p>b. The children can focus on, identify, and regulate how their heart, head and hands feel at different points during the day.</p>	<ul style="list-style-type: none"> <li>The whole school ethos of self-awareness and regulation and high expectations for children to be able to understand themselves will be embedded.</li> <li><u>ELSA and Lego Therapy</u> interventions will have been targeted pupil premium children.</li> <li><u>Brain Time</u> will be used at least once a day, consistently in all classrooms. Daily explicit teaching to help children be aware of their bodies, mind and emotions will be embedded in classrooms. The children will know that their emotions can impact their learning.</li> <li><u>Parent workshops</u> on Brain Time and Focus, and how to use this at home.</li> <li><u>Staff</u> will model self-awareness, self-reflection, Brain Time, Self-regulation in various moments during the day.</li> </ul>
3	<p>a. All PP children's Writing progress shows at least 'expected' progress.</p> <p>b. All PP children to be at ARE for Writing.</p>	<ul style="list-style-type: none"> <li>The teaching of Writing across the school is explicit and high quality as measured by monitoring of non-negotiables and observations. (All teachers to have at 1 writing observation a term)</li> <li>Pupil Progress documents show that PP children (highlighted) are making 'expected' progress in writing.</li> <li>Phonics data documents that PP children (highlighted) are attaining at least the National pass mark.</li> <li>Reading outcomes continue to be at least ARE.</li> <li>Handwriting fluency is visibly improved due to motor skills focus.</li> <li>Children choose to write in CP.</li> </ul> <p>Interventions:</p> <ul style="list-style-type: none"> <li>Motor skills (Gross, fine and handwriting)</li> <li>Targeted, daily Guided Writing</li> <li>Colourful Semantics</li> </ul>

### 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: £0.00

Activity	Research shows a ... month improvement	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching with Language and Communication Development as a focus	+7 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</a>	1,2,3,
Continuous Provision	+4 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</a>	
	+5 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	

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

Budgeted cost: £25,660.00

Activity	Research shows a ... month improvement	Evidence that supports this approach	Challenge number(s) addressed
Tutor academic and SEMH interventions	+4 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2
Tutor academic and SEMH interventions	+4 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2
1 x FT TA equivalent (ELSA, Lego Therapy, Motor Skills, Phonics, Writing interventions)	+5 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	1,2
	+4 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	
	Phonics +5 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
	Reading +6 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
	SE +4 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
	+3 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a>	

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

Budgeted cost: £2000.00

Activity	Research shows a ... month improvement	Evidence that supports this approach	Challenge number(s) addressed
ELSA	+4 months SE +4 months +3 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a>	2
Milk for all PP			
School trips, swimming, clubs (50% reduction for PP)	+3 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	
New Behaviour Policy to incorporate clear expectations and SEMH approaches and teaching	+4 months +3 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a>	2
PSHRE	+4 months	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils Funding

Pupil Premium Amount in 24-25: £26,163

Grant Carry Forward in 24-25: £0

Total for 24-25: £26,163

#### Challenges Identified:

- Speaking and listening skills; low attainment in communication and understanding on entry to school which impacts on readiness to learn in literacy.
- For many, slower progress than most other non-disadvantaged peers in; phonics and key word skills which impacts on reading and writing.
- Readiness for learning; lower levels of focus, resilience and stamina for learning. Increased social and emotional needs in the school.
- Writing – stamina of children and ability to apply learnt skills with confidence and fluency in independent writing tasks.
- Reducing gaps in learning more rapidly to improve progress of lower ability pupils.

#### Specific Measures Planned / Taken

Staff training focuses on:

- Consistent practice in teaching phonics, reading, writing.
- Embedding interventions for language development: Talk Boost & Early Talkboost.
- Continuing literacy interventions: 5 Minute literacy box for phonics, reading and spelling.
- Strategic development plan / SDP focus on improving outcomes and reducing gaps in learning; especially within EYFS and writing across the school.
- Children to be identified for additional support/interventions. Assessments ensure specific areas of learning are targeted and progress tracked.
- Early Talk Boost – Rec, Talk Boost – Y1
- All pupils in the school are supported with their social and emotional wellbeing which leads to positive outcomes in relation to behaviour and learning.
- Behaviour policy supports children to develop social and emotional skills which leads to them feeling safer and calmer in school.
- ELSA sessions support pupils with social and emotional needs and they make progress in these skills and their readiness to learn.
- Ensure specific teaching of social and emotional skills across the school day and within PSHRE sessions, support pupils in self-regulating their behaviour.
- To provide a nurture group to support those identified as needing this.
- To provide milk for Pupil Premium children free of charge.
- To ensure that Pupil Premium children have equal access to extra-curricular activities and external visits.

#### Intended Outcomes

- Quality support leads to pupils making at least the expected progress and some making more than the expected progress.
- Development of QFT to reduce gaps in learning more rapidly. The focus on a strategic plan for EYFS and Key Stage 1 develops provision for all pupils and therefore impacts on reducing gaps and improving outcomes for Pupil Premium children.
- The use of the Early Reading Framework will focus on improving reading areas, providing quality reading materials and story times. This will impact on the development of vocabulary, reading and writing skills for all pupils thus reducing the gap between learners.
- Pupils are ready to learn due to social and emotional support as well as having the opportunity to receive free milk daily. Pupils can engage with extra-curricular activities such as sports clubs due to support with funding these experiences.
- Maintaining ELSA enables the school to provide support for pupils who require this. The use of Jigsaw for PSHRE increases the focus on social and emotional learning needs and the use of strategies from this resource will impact on readiness to learn across the school week.



### **Actual Outcomes**

Performance against the intended targets has been assessed using, Teacher and Teaching Assistant assessment data, EYFS profile, Phonics Screener, End of KS1, specific intervention (pre- and post- assessments)

EYFS end of year data for Pupil Premium children: 0% of Pupil Premium children achieved GLD.

End of KS1 data: 50% of Pupil Premium children achieved ARE in Maths (77.7%), Reading (50%) and Writing (50%).

Phonics results for Pupil Premium: 75% of Pupil Premium children achieved the pass mark in Year 1.

**Interventions run by TAs supported by the PP grant:** ELSA, TALC, Lego Therapy, Talk Boost, Learn to Move-Move to Learn