

Great Bowden Academy Pupil Premium Strategy Statement December 2024-2027



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	Great Bowden Academy
Number of pupils in school	2024 - 139 2025 - 134
Proportion (%) of pupil premium eligible pupils	2024 - 12.2% 17 pupils 2025 – 14.18% - 19 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Rebecca Blagburn
Pupil premium lead	Rebecca Blagburn
Governor / Trustee lead	Sarah Hill (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,235
Recovery premium funding allocation this academic year	£0
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	£27,235

Part A: Pupil premium strategy plan

Statement of intent

At Great Bowden Church of England Academy, our vision is for each member of our school family to experience life in all its fullness both now and in the future. We are an inclusive welcoming community valuing everyone for who they are and enabling all to flourish.

Our aim is that **all** pupils, including those who are disadvantaged, make good progress and achieve well in all subjects regardless of their starting points. The focus of our pupil premium strategy is to support all of our pupils to achieve this goal, regardless of their circumstances. We believe in inclusion and that every child deserves to be successful.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantage attainment gap and is therefore at the heart of our approach. We aim to build a culture of adaptation for inclusion which impacts positively on all pupils, where we are asking ourselves, 'What does this individual pupil need in order to thrive?' We recognise that we need to consider how to change what happens in the immediate environment to best support the pupil's learning, taking into account the individual, the home, the wider community and time. Professional development of staff, underpinned by evidence-based research, is valued and prioritised so that they are supported and equipped to identify barriers and put in strategies to help overcome these so that the children can be successful and achieve. Interventions outside of the classroom are minimised unless they are addressing any identified gaps in their academic, social and emotional need and are recognised as having more of an impact than the pupil being in the classroom.

Other identified barriers for some of our pupils may include financial constraints and the need for family support, which then has an impact on behaviour and wellbeing in school. We are also supporting pupil well-being as we are aware that emotional difficulties can impact on a child's academic progress. All staff work together to provide the best outcomes for pupils.

Any identified actions will be based on robust assessment, knowledge of individual children and evidence of impact. To ensure they are effective we will:

- use assessment for learning effectively to intervene early and adapt learning where needed.
- ensure **all** staff take responsibility for the needs of their pupils, including those who are under resourced. This will include focused discussions about our targeted children during termly pupil progress meetings.

All of our work through the pupil premium will be aimed at ensuring all pupils are supported to make progress and achieve at least expected progress.

Challenges

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

Challenge number	Detail of challenge
1	Phonics support is needed for a number of our pupil premium pupils. This is having an impact on their wider access to the curriculum.
2	A majority of our pupil premium pupils have a reading level below the expected standard for their age which impacts on vocabulary development and writing.
3	The majority of our pupil premium children are underperforming in writing (linked to speech and language, vocabulary, phonics, reading and fine and gross motor skills.)
4	41% pupils who receive pupil premium funding are either on the SEND register or being monitored for SEND (as of Dec 24)
5	For a proportion of our children, including those in receipt of pupil premium, social and emotional issues are having an impact on their ability to access learning and therefore a detrimental effect on their academic progress compared to their peers. This is also influenced by external factors which have required some form of pastoral support. 47% of our pupil premium children and their families have received support from our Inclusion and Family Support Worker.
6	A proportion of children do not take part in any extra-curricular or cultural activities outside of school, and some are affected by financial constraints.

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
Children will have a love of reading along with the skills necessary to access a range of texts at an age-appropriate level or beyond	<p>The attainment gap is reduced between disadvantaged and non-disadvantaged pupils in both phonics and reading</p> <p>Disadvantaged pupils achieve well in reading and phonics compared to similar groups nationally</p>
Staff will have a good understanding of inclusive teaching approaches and how the curriculum can be adapted to meet the needs of all pupils including SEND and those in receipt of pupil premium.	<p>Monitoring and evaluation activities provide evidence of adaptive teaching in all classrooms including in the environment, in teaching approaches and in activities/ tasks/ support.</p> <p>Progress is made by underachieving pupils from their starting points through targeted support and adaptations made through QFT.</p> <p>The attainment gap is reduced between disadvantaged and non-disadvantaged pupils in reading, writing and maths.</p>

<p>There is highly effective use of support staff to ensure that the needs of all pupils are met.</p>	<p>All staff have a clear understanding of the effective use of support staff through quality CPD (based on EEF Toolkit Effective use of teaching assistants)</p> <p>Children access quality specific interventions to meet their needs where appropriate which has a positive impact on standards.</p>
<p>Children have strategies to self-regulate, manage emotions and feelings and are resilient when things are challenging.</p>	<p>The Zones of Regulation are used effectively across the school and there is a consistent use of language related to this.</p> <p>Observations and evidence shows that children are more able to manage their emotions and self-regulate (For example; reduced incidents of missed learning/ reflection time/ wellbeing questionnaire)</p>
<p>Children have wider opportunities to take part in extra-curricular and cultural activities outside of school</p>	<p>The curriculum offers children opportunities to broaden their cultural capital and those children accessing extra curricular and cultural activities are closely monitored.</p>

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: £9812

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development, implementation and embedding of an adaptive teaching toolkit through:</p> <p>Collaboration time for teachers to receive quality CPD and undertake whole school/ phase development of meeting the needs of all pupils, curriculum planning, SEND, writing.</p>	<p>High quality teaching is pivotal in improving outcomes and narrowing the disadvantage gap. EEF 2021.</p> <p>EEF- SEN in Mainstream schools Recommendation 3: Ensure all pupils have access to high quality teaching. <i>'To a great extent, good teaching for pupils with SEND is good teaching for all.'</i></p> <p>Ensure all staff participate in professional development to support their expertise in all curriculum areas in order to develop subject knowledge and review. (Sutton Trust 2011, Quigley 2018, Beck et al 2013)</p> <p>Evidence suggests that experienced teachers continue to progress in their effectiveness in environments where professional development culture is prevalent (Kraft and Papay, 2014)</p> <p>Coaching opportunities provided from in school coaches/ subject experts as appropriate.</p>	1,2,3,4
<p>Professional Development time for teachers to focus on adaptive teaching.</p>	As above	1,2,3,4
<p>Support staff are used effectively within lessons/ across lessons as identified by the class teacher, to meet the needs of the pupils (linked to adaptive teaching techniques)</p>	As above	1,2,3,4
<p>Phonics training provided for all staff involved in the teaching synthetic phonics including phonics and reading intervention</p>	<p>EEF- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills,</p>	1,2

	particularly for children from disadvantaged backgrounds.	
Professional development opportunities for support staff – supporting in the classroom, phonics and zones of regulation, supporting inclusion in the classroom.	Making the Best Use of Teaching Assistants (EEF, 2018) – developing our LSAs to clear on their role, subject knowledge and specific impact. Training is effective in allowing them to provide individual and group instruction. Coaching opportunities provided from in school coaches and subject experts	1,2,3,4,5

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

Budgeted cost: £11,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading interventions High quality texts available for pupils	Sounds Write Phonics Interventions Additional 1:1 reading for underperforming children Teaching Assistant Interventions EEF	1,2
Provide children with well-being support sessions and other emotional support from support staff/ other partners eg play therapy	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	5
Provide children with targeted interventions identified through careful analysis of range of data.	EEF- Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact Teaching Assistant Interventions EEF	1,2,3,4,5
PIXL approach instigated to identify specific interventions (therapies).	Use reliable research evidence to support your strategy EEF 'Collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify priorities and target additional support.' 'Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be scheduled and aligned with the curriculum carefully.'	2,3,4
CPD for support staff to give them the skills and knowledge to deliver specific interventions eg drawing and talking, dyslexia support, autism training	EEF- Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact Teaching Assistant Interventions EEF	1,2,3,4,5

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

Budgeted cost: £5426

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduce barriers to enable pupils to have wider opportunities to take part in extra-curricular and cultural activities outside of school.</p> <p>(eg Forest school, sports clubs, residential, school trips etc)</p>	<p>EEF- The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self- efficacy, motivation and teamwork.</p> <p>Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p>	6
<p>Family Liaison worker to support and signpost families effectively including beyond the school including with family circumstances such as family wellbeing, behaviour, finances, food bank referrals, play therapy etc.</p>	<p>EEF – Parental Engagement Guidance - More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds. It is important to develop positive relationships to enable school to support them and in turn support their child.</p>	5
<p>Embedding the school behaviour policy and strategies across the school including the use of specific behaviour plans/ interventions where needed</p>	<p>The EEF Guidance report Improving Behaviour in Schools has 6 recommendations. The first is ‘to know and understand your pupils and their influences’ which is linked to the work we are doing around inclusive teaching to ensure that all pupils can access learning.</p> <p>EEF Behaviour Interventions</p>	3,4,5

Total budgeted cost: £ 27,235

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 2024-2025 academic year.

Attainment – 19 children

	Reading	Writing	Maths
Well below	5.2%	5.2%	5.2%
Just below	15.7%	41.6%	31.2%
Expected	72.8%	52%	62.4%
Exceeded	5.2%	0	0

The reading culture at GBA continues to impact on positive outcomes for our disadvantaged pupils. Pupil premium children continue to be tracked closely and extra reading is provided to help close gaps and help pupils falling behind catch up and keep up.

Phonics is also tracked rigorously and interventions are implemented effectively. Trained staff in KS2 ensure that phonics teaching can continue where necessary.

Support in maths and teaching for mastery has helped to ensure that pupils are making progress in maths. Teachers across KS1 and 2 have had training in mastery in number and this is having an impact across the school with children being more confident in maths fluency.

Developing inclusive approaches and adapting teaching to meet individual needs has been a key focus this year, leading to positive outcomes for both SEND and disadvantaged pupils. Support staff have been strategically deployed to ensure they can provide targeted and effective assistance where it is most needed. In addition, teachers have worked collaboratively to plan for groups of pupils with similar needs, enabling more consistent, responsive, and impactful provision across the school.

The Family Liaison Worker continues to play a vital role in supporting families by building strong relationships, signposting to relevant agencies, and enabling access to resources such as play therapy, financial assistance and other targeted services. Strengthened relationships have led to improved parental engagement, contributing to better outcomes in school and improved attendance for some pupil premium pupils. Additionally, training an LSA to deliver Draw and Talk therapy has provided identified children with regular wellbeing and emotional support sessions. This has helped to improve self-esteem, strengthen relationships, and enhance pupils' focus and confidence within the classroom.

The implementation of the Zones of Regulation has established a shared language that enables pupils to articulate their feelings more confidently and accurately. As a result, staff and pupils are engaging in more purposeful conversations about emotions and the strategies that support regulation and readiness to learn. This proactive approach has contributed to a reduction in low-level disruption, as both adults and children are now more skilled in recognising early signs of dysregulation and applying appropriate strategies to maintain focus and positive learning behaviours.

Pupil premium children continue to be a focus at pupil progress meetings ensuring that teachers are always mindful of gaps, progress and need for interventions if needed.