

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Little Bowden
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Brendan Brannigan
Pupil premium lead	Toni Merriman
Governor / Trustee lead	Sean Atkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,200
Recovery premium funding allocation this academic year	£ 6,525
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	£ 64,725

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Little Bowden Primary School is a two-form entry primary school in the Harborough District. It continues to be a maintained school (under the local authority) but it has formed links with academy led schools within the local area. According to the Office for National Statistics, in the Harborough District, 5.6% of the population was income-deprived in 2019. Of the 316 local authorities in England (excluding the Isles of Scilly), Harborough is ranked 304th most income-deprived ([ONS Data](#)).



The number of pupils who attend the school and who are eligible for Pupil Premium funding is half the national average. The number of children who are SEND is in line with national average figures.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSEs in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- To allocate a 'Catch Up' tutor to each Year Group - providing small group work with an experienced teaching assistant focussed on overcoming gaps in learning at the direction of the class teacher
- 1-1 support
- Additional teaching and learning opportunities provided through trained LSAs
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally
- Additional learning support.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision by incorporating PAL (Physical Active Learning Principles) provision
- To allow the children to learn a musical instrument and to sing in a choir
- Behaviour and nurture support during the school day through the school's Inclusion and Pastoral team with two trained ELSAs
- Additional Forest School sessions to target language and communication skills and lack of confidence

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Attendance & Punctuality issues

2	Limited self-regulation and self-assessment to drive own improvement as a learner.
3	Individual learning barriers for each child that are slowing progress from starting points
4	Low starting points on school entry for some disadvantaged children compared with the other groups e.g. weaker vocabulary, less exposure to print and broader enrichment experiences.
5	Parental involvement and engagement can be more difficult to achieve

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
Progress in Reading	Disadvantaged pupils achieve above national average progress scores in KS2 Reading
Progress in Writing	Disadvantaged pupils achieve above national average progress scores in KS2 Writing
Progress in Maths	Disadvantaged pupils achieve above national average progress scores in KS2 Maths
Progress in Communication and Language within EYFS	Percentage of disadvantaged pupils achieving the ELGs in communication and language is in line with the percentage of other pupils in the school
Parental involvement and engagement continue to improve.	Analysis of attendance at activities shows disadvantaged pupils' parental involvement on par with non-disadvantaged. Disadvantaged pupils taking part in school activities (in school and extra-curricular) is on par with non-disadvantaged.

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: £ 1,714

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve teacher subject knowledge about age specific comprehension strategies and reading fluency and how to embed them in the curriculum to ensure all pupils become fluent and engaged readers. (£1,000)	Reading fluency has a direct link to the ability to comprehend texts. Rapid intervention in phonics will ensure that all children are accessing the phonics programme and gaps in learning are addressed effectively in a timely manner.	3,4
Educational Psychologist to provide CPD to teachers and teaching assistants to enable them to provide the best teaching and learning to all learners using the latest research (£714)	“EPs commonly believed that working with the adults around a child or young person was highly effective in improving outcomes for children, young people and families. It helped EPs to empower and upskill those already supporting a child or young person by sharing their unique psychological insights to existing support.” (DfE Report 2023)	2,3,4,5

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

Budgeted cost: £ 8,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained Forest School leader to work with targeted children that need additional support outside of the classroom (£8,502)	A report by Thomas and Thompson (2004) strongly suggests that every child should be entitled to outdoor learning. This evaluation shows the value for children of contact with the outdoors, particularly woodlands, which is limited for many children in modern society.	2,3,4
Times Table Rockstars to support children’s times table fluency (£420)	“As a result of analysing and comparing questionnaires (fig 2) from the beginning and the end of the study, it was clearly shown that children who had used Times Table Rockstars three times a	1,2,3,4

	week had more positive attitudes towards times tables and the importance of them in answer questions on a range of mathematical concepts and ideas.” (Report on Times Table Rockstars)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 66,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide emotional support and therapeutic sessions to pupils in need. Teach children to use self-calming strategies and positive self-talk to help them deal with intense emotions and expand emotional vocabulary. (£11,745)	Implementation of this approach used this approach has been successful in the past with the introduction of a pastoral/behavioural team. The EEF states the following: There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment.	1,2,4,5
Casper Singing Club to promote inclusion and provide an enrichment activity where all can succeed. (£2,250)	See above.	1,2,4
Taiko Drumming (£1,225)	See above.	1,2,4
Train two members of staff to be ELSAs (£1,300)	See above	2
A family outreach worker to engage with hard-to-reach families and sign post to services they may be able to access.	Analysis of previous years has shown parental engagement to improve which in turn has helped to improve attendance and punctuality for disadvantaged pupils.	1,5

(£24,500)		
Sports Coach to provide high quality PE lessons and ensure that all PP children have opportunities to take part in competitive sport and learn new skills.	Sport can improve children's confidence and mental health, whilst also ensuring pupils are fit and healthy. Ensuring that all pupils have access to high quality PE lessons enables pupils to achieve these important life skills.	2,3
A Pastoral Lead to oversee the support and make links with other agencies to ensure all PP children get access to the best resources. (£25,000)	In previous years, the pastoral lead has effectively coordinated a plan to ensure all disadvantaged pupils have access to the best resources. Parental surveys have highlighted how beneficial this has been to both their children's offer in school and the offer at home.	5

Total budgeted cost: £ 76,656

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 disadvantaged pupils in the 2022 2023 academic year.

EYFS	Measure	Score
	Good Level of Development	46.8%

KS1	Measure	Score
	Combined	60%
	Reading	80%
	Writing	80%,
	Maths	60%

KS2	Measure	Score (EXS+)	Score (GDS)
	Combined	54.5%	0%
	Reading	81.8%	36.4%
	Writing	54.5%	0%
	Maths	72.7%	18.2%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Caspers Singing	Siobhan Moore
Times Table Rockstars	TT Rockstars
Taiko Drumming	Talking Rhythm

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Funding received helped to provide additional in class resources and enrichment opportunities.
The impact of that spending on service pupil premium eligible pupils
Increase in attendance at school and working at the expected standard.

Further information (optional)

Our strategy for pupil premium children is the same for all of the children in our care and that is to engage and support the whole family when in need or in crisis.

As such we have a Pastoral Team which includes a pastoral lead and pastoral support that engage with hard to reach families and sign post them to services that might help them. They also carry out home visits, offer parenting courses and support them filling in forms to gain the support that they need from other agencies.