

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	358
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Brendan Brannigan
Pupil premium lead	Brendan Brannigan
Governor / Trustee lead	Sean Atkinson

Funding overview

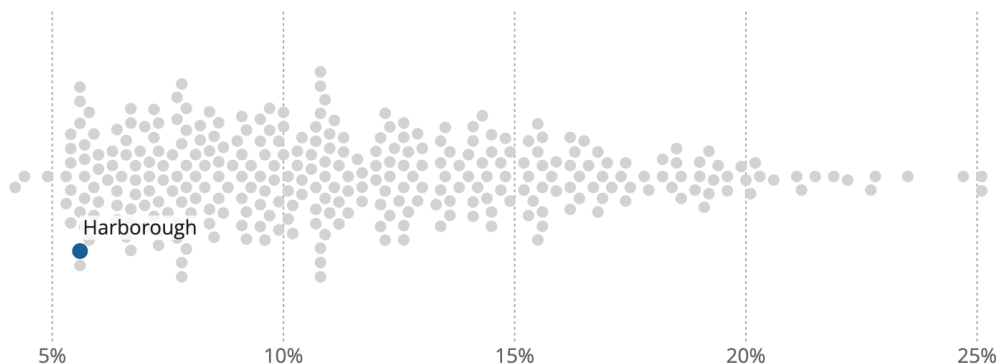
Detail	Amount
Pupil premium funding allocation this academic year	£ 48,840
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 48,840

Part A: Pupil premium strategy plan

Statement of intent

Demography and School Context

Little Bowden Primary School is a two-form entry primary school in the Harborough District. 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](#)).



English local authorities by percentage of people in income deprivation, 2019

The number of pupils who attend the school and who are eligible for Pupil Premium funding is half the national average.

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”.

Our Approach

This is why, at Little Bowden Primary, we take a personalised approach to addressing the needs of children so that we can support them in achieving their full potential. Hence why we chose the motto: *Working Together To Love Learning*. Collectively, we all work together to create a holistic approach to teaching and learning so that all children are provided with the best possible life chances and that we inspire creative, curious, independent and resilient learners.

We focus our support on the areas that our disadvantaged pupils require the most support, with quality first teaching at the very heart of this approach. This strategy underpins our values at Little Bowden Primary ([see our 5 year strategic plan](#)), to consistently demonstrate a high impact on closing the disadvantage attainment gap alongside having impact on our non-disadvantaged pupils. We carefully monitor this progress so that the attainment of disadvantaged pupils' will be accelerated and sustained alongside securing the best possible progress for their non- disadvantaged peers.

Achieving Our Vision

The range of provision the school will make access to children would not be limited to:

- 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, Ensuring children meet age-related expectations or higher.
- Transition from primary to secondary and transition internally
- Pay for all activities, educational visits and residential. Ensuring that access to activities which enrich the curriculum is not a barrier.
- Support the funding of specialist learning software.
- 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	<p>Attendance for children in receipt of Pupil Premium Funding is below that of their peers.</p> <ul style="list-style-type: none">• In the academic year 2018/2019 (pre-pandemic), attendance for disadvantaged children was 96.2% compared to 97.1% for children who were non-disadvantaged.• In the academic year 2021/2022 (immediately after the pandemic), attendance for disadvantaged children was 91.5% compared to 94.4% for children who were non-disadvantaged.• Last academic year, the attendance of disadvantaged children increased to 92.3% compared to 95.7% for children who were non-disadvantaged. However, it highlights that attendance for disadvantaged children has not returned to pre-pandemic levels at the same rate as those who are non-disadvantaged.
2	<p>The cost of living crisis, coupled with the impact of the pandemic, has resulted in more families experiencing financial hardships which impacts on children's access to good nutrition, school uniform, funding for trips and wraparound care. This has been evident in the increase in pupils and families requiring emotional wellbeing, behaviour, mental health or other-agency support (38% Dec 2024 compared to 27% pre-pandemic)</p>
3	<p>Attainment and knowledge gaps resulting from the pandemic have disproportionately affected many of our disadvantaged pupils. In the academic year 2021-2022, the percentage of disadvantaged pupils</p>

	<p>achieving age related expectations was below national in Reading, Writing and Maths at 37.5% compared to 41.4% nationally. This was significantly behind non-disadvantaged children where 54.2% achieved age related expectations.</p> <p>Last academic year, the percentage of disadvantaged pupils achieving age related expectations was above national in Reading, Writing and Maths at 44.4% compared to 43.7% nationally.</p>
4	<p>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.</p>

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
To increase the attendance of disadvantaged pupils so that it is in line with pre-pandemic levels	<ul style="list-style-type: none"> Attendance for disadvantaged pupils is 96% or above An Attendance Lead is in place to regularly monitor the attendance of all pupils, with a focus on those who are disadvantaged Informal/ formal support plans are implemented for families where attendance is below expectation. Reviews of these plans show that progress is being made and attendance for these pupils increases.
To ensure support for families is targeted so that those who need it have access to a range of provisions which also support the children.	<ul style="list-style-type: none"> Regular check ins with vulnerable families support the view that they are The Family Liaison Officer, together with the Inclusion Lead, identify families who either have not registered for free school meals or who marginally do not meet the criteria to ensure they are supported. The school has developed relationships with local charities who can support families for a range of different needs.
To ensure that the attainment gap between disadvantaged closes by ensuring that a higher percentage of disadvantaged children achieve age related expectations	<ul style="list-style-type: none"> 80% of disadvantaged pupils meet the expected standard in their KS2 SATs tests 80% of disadvantaged children in Year 4 achieve the expected pass rate for the multiplication times tables. Greater Depth standard or who are targeted to achieve GDS are supported to maintain or reach the standard. Evidence in books shows that the same high standard of work for pupils who are Pupil Premium is expected as compared to non Pupil Premium children.

<p>To provide quality first teaching and learning opportunities through a 'strong start' in EYFS so that children with low starting points are able to make rapid progress.</p>	<ul style="list-style-type: none"> • The school has developed working relationships with local nurseries and pre-schools to ensure transitions are successful and that the school's high expectations of children are communicated • Transition meetings are held so that teachers are aware of pupils who will come into Reception with a low starting point and ensure that a programme for rapid progress is created in partnership with the nursery or pre-school.
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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
<p>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.</p>	<p>Reading fluency has a direct link to the ability to comprehend texts.</p> <p>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.</p> <p>Our analysis of reading interventions such as Read Write Inc 1-1 tutoring in the academic year 2023-24 helped to accelerate children's progress and enable them to pass the phonics screener where their previous assessment indicated they wouldn't at the beginning of the year.</p>	<p>3</p>

<p>Improve teacher and support staff subject knowledge around the use of manipulatives and teaching strategies to support children's fluency of key concepts</p>	<ul style="list-style-type: none"> • Identified support staff will enrol in the Primary Teaching Assistants Programme which is run by the Maths Hub. • The maths lead will be supported by a partner school to develop a strategy in supporting children's progress in maths • CPD sessions, led by the maths lead, will focus on taught strategies which teachers can use to improve progress amongst disadvantaged children. This will also have a positive impact on other children, as taught strategies could support their learning. 	<p>3</p>
<p>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</p>	<p>"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)</p> <p>Teacher feedback on sessions delivered by the EP in the academic year 2023-24 was positive as it focused on areas of need such as supporting children who are dyslexic, or who have an ADHD diagnosis or EBSA. This particularly benefitted 4 disadvantaged children who have a current diagnosis of the three areas of need.</p>	<p>1,2,3,4</p>

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
<p>Trained Forest School leader to work with targeted children that need additional support outside of the classroom</p>	<p>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.</p> <p>Research by Ridgers, N. D., Knowles, Z. R. and Sayers, J. (2012) 'Encouraging play in the natural environment: a child-focused case study of Forest School' found that Forest School</p>	<p>2,3,4</p>

	stimulates imaginative play through hands-on engagement with the natural environment. This would directly impact positively on children in the Early Years in their progress towards their Early Learning Goals	
Times Table Rockstars to support children's times table fluency	<p>“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 week had more positive attitudes towards times tables and the importance of them in answering questions on a range of mathematical concepts and ideas.” (Report on Times Table Rockstars)</p> <p>The NCETM referred to the importance placed on teaching times tables in an article where they said “The National Curriculum states that fluency and conceptual understanding should be developed in tandem because each supports the development of the other.”</p>	1,2,3,4
1-1 Read Write Inc tutoring	<p>A study by the EEF highlighted how children who receive FSM made 3 months progress under the Read Write Inc scheme as compared to children in a controlled group.</p> <p>Our own internal analysis of data shows that 1-1 Read Write Inc tutoring was able to accelerate progress of children who were not on track to pass the Year 1 Phonics Screener.</p>	3,4

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

Budgeted cost: £ 41,020

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.	<p>Implementation of this approach has been successful in the past with the introduction of a pastoral/behavioural team.</p> <p>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</p>	1,2

Casper Singing Club to promote inclusion and provide an enrichment activity where all can succeed.	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.	
Taiko Drumming		
Train two members of staff to be ELSAs		
A family outreach worker to engage with hard-to-reach families and signpost 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.	1,2
Sports Coach to provide high quality PE lessons and ensure that all disadvantaged 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. Research from Cambridge University found that giving every child the opportunity to take part in activities like swimming and football, could help close the achievement gap between wealthy and poorer pupils.	1,2

Total budgeted cost: £ 51,656

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 2023 2024 academic year.

EYFS	Measure	Score	Difference from National Average
	Good Level of Development	75%	23.5%

Year 1	Measure	Score	Difference from National Average
	Phonics	100.0%	+31.9%

KS2	Measure	Score (EXS+)	Difference from National Average
	Combined	44.4%	-1.5%
	Reading	66.7%	+3.8%
	Writing	66.7%	+7.4%
	Maths	44.4%	-15%

The outcome measures above highlight that disadvantaged children are performing higher than National thanks to the interventions and quality first teaching that's been put in place right across the school.

Disadvantaged children in Reception, who developmentally start behind their peers, have consistently been above National. In the academic year 2022-23, 100% of disadvantaged children achieved a Good Level of Development which was 48% above National. However it is important to note that the sample size is small with only 3 disadvantaged children in 2022-23's data and 4 in 2023-24.

Disadvantaged children in Year 1 benefitted from the RWI 1-1 tutoring in that 100% of children passed the screener in the academic year 2023-24 which is up from 75% in 2022-23 and 80% in 2021-22.

Disadvantaged children in KS2 benefitted from the CPD delivered to staff on supporting children to become fluent readers as 66.7% of them achieved above National Average. This, as evidence would suggest, had a positive impact on the writing results. However, the results for maths were below expectations, and as a result, the school will add additional CPD to ensure maths results improve for the next academic year and remain consistent.

39% of disadvantaged children accessed the ELSA support in school and 100% of children accessed the Forest School sessions. Of these, all children gave positive feedback into how the sessions had supported their emotional regulation. Parental feedback on both areas of support was also positive. The Early Morning club, run by the school's ELSA, has supported those children whose attendance was of a concern by creating a positive start to the school day and giving them strategies to support. As a result of the club, attendance for these disadvantaged pupils has improved.

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
Nessy Fingers	Nessy
Big Moves	SLSSP

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.