

Pupil Premium Strategy Statement

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

Detail	Data
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	21% (34 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr J Stuttard
Pupil premium lead	Mrs C Foster
Governor / Trustee lead	Mr P Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53, 287

Part A: Pupil premium strategy plan

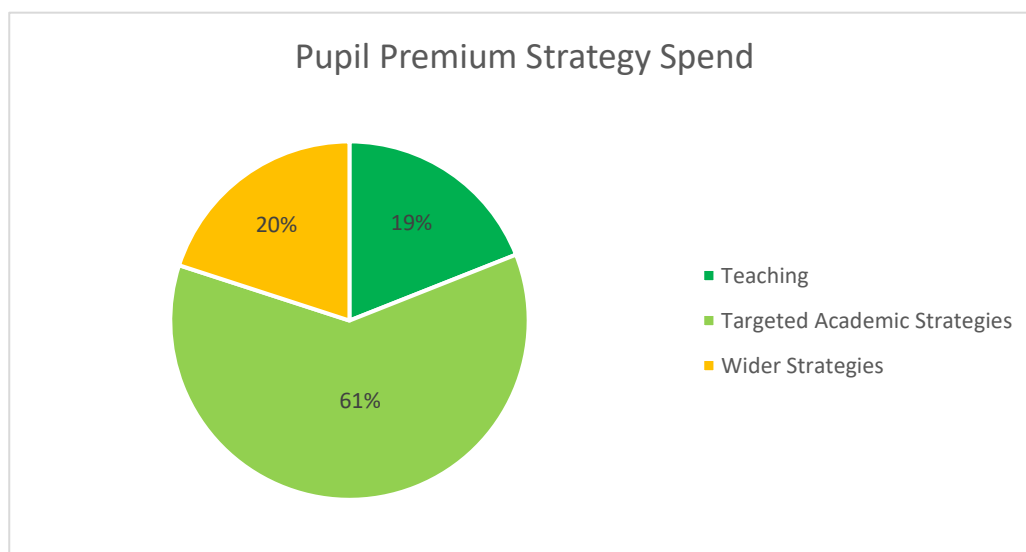
Statement of intent

At Bowling Green Academy, improving the outcomes for children eligible for Pupil Premium funding is a key target to school improvement. We aim to give children the best start to their education by providing a nurturing, caring environment which ensures that all pupils are provided with the opportunities, knowledge, skill and cultural capital which they need to lead a fulfilled life. It is our intention that children achieve the best possible outcomes to progress to their next stage of education. Our Pupil Premium Strategy is informed by high-quality research and a rich knowledge of our children and local community to ensure we provide best possible strategies to improve the educational outcomes for children.

This is done through a tiered model with focuses on:

- High quality teaching
- Targeted academic support
- Wider strategies.

We firmly believe that Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide Quality First Teaching. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to learn. We aim to work with parents/carers to form a partnership in ensuring that our disadvantaged children are offered wider opportunities and experiences through our curriculum design and to ensure parents are as fully involved as possible in encouraging and supporting their children to progress.



At Bowling Green Academy, there is a high correlation between children eligible for Pupil Premium funding and children with SEND. Monitoring progress for these children and closing attainment gaps is crucial. There is also a correlation between children eligible for pupil premium funding and persistent absenteeism, which is tackled throughout the strategy.

This strategy closely aligns with our Academy Development Plan 2025 – 2026, which encourages all pupils and members of Bowling Green’s school community to have an identified sense of ‘belonging’, particularly due to above average numbers of pupils in receipt of SEND Support and EHCPs. Leaders recognise the known benefits of ‘belonging’, such as in improving wellbeing as well as raising attendance. The school’s ADP also focuses on further refining teachers’ pedagogy through the use of Great Teaching Toolkit, professional development and CPD so staff can target gaps in learning.

Small group work is key in our approach to teaching early reading – through Read Write Inc. – and early writing skills. This supports pupils with SEND. This targeted academic support is particularly evident in EYFS and KS1 where children are developing their foundational skills and knowledge in English. CPD is embedded with RWI at Bowling Green with all teachers and teaching assistants having regular coaching with early reading. The above also applies to NELI, a communication intervention in EYFS, which is often delivered 1-1 and in small groups.

Challenges

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

Challenge number	Detail of challenge
1	From data analysis, observations and discussions with pupils and families, some children eligible for Pupil Premium funding have mental health needs that have affected wellbeing, self-regulation and attendance.
2	A high proportion of disadvantaged children at Bowling Green have SEND. <i>27 Children (out of 162) have SEND</i> <i>34 PP (out of 160 pupils) and 17 have SEND of those 5 have an EHCP.</i> Challenges can present as low academic starting points, difficulties with communication and interaction or as complex social, emotional and mental health problems.

3	Children with disadvantaged backgrounds sometimes do not reach the age-related expectation as often as those from non-disadvantaged backgrounds in Maths and English (including spoken English), as well as the wider curriculum. This continues to be key in our Pupil Premium Strategy 25-26. <i>EYFS Word Reading ALL 67% (PP 20% (out of five pupils))</i> <i>EYFS Comprehension ALL 67% (PP 20% (out of five pupils))</i> <i>EYFS Writing ALL 67% (PP 20% (out of five pupils))</i> <i>EYFS Number ALL 78% (PP 60% (out of five pupils)).</i> <i>Year 1 Phonics non pp 95% (PP 75% (out of four pupils)).</i> <i>Year 6 Reading ALL 92% (PP 71% (out of seven pupils))</i> <i>Year 6 Writing ALL 83.3% (PP 71% (out of seven pupils))</i> <i>Year 6 Maths ALL 83% (PP 71% (out of seven pupils))</i>
4	Our assessments, including discussions with pupils, have found that 'enrichment' experiences outside of school for some children are limited, which leads to children lacking prior knowledge and vocabulary to access the curriculum.

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 enhance support of SEMH needs to improve wellbeing, behaviour regulation and attendance.	- Information about the importance of good attendance has been shared across the year. Wellbeing has continued to be promoted throughout the school year. Information about mental health and wellbeing shared with all pupils at an age appropriate level. - Further work with families (and Calderdale Educational Welfare team) about 'attendance missed' has shown positive impact. Attendance of pupils eligible for Pupil Premium funding improves, and the gap between PP and non-PP narrows. - CPOMS data shows a downward trend in behaviour incidents for PP children across the year. EYFS Staff have taken part in Think Equal Calderdale and are now

	considering how to roll something similar out across school. • Staff have received training from the PINs project specifically on behaviour regulation, as well as, training in adverse childhood experiences (ACEs). • Observations, and pupil voice indicate that PP eligible children show enhanced 'belonging' at Bowling Green.
To expertly target gaps in skills and knowledge for children with SEND so they are well-prepared to access the next stage of their education	• Teachers make specific adaptations to meet the needs of disadvantaged pupils. • Specific interventions linked to individual children's needs are used consistently across the school so that children can access appropriate support and gaps in skills and/or knowledge are targetted. • Progress for disadvantaged pupils is at least in line with their peers. • Gap narrowing in attainment between PP and non-PP pupils. • IEP targets are 'SMART' and, over time, achieved consistently. • Teachers are using the Great Teaching Toolkit (GTT) to refine and further improve pedagogy. • Training linked to 'Making the best use of Teaching Assistants' EEF guidance report is being utilised and has increased staff confidence to support disadvantaged pupil achievement and progress.
To narrow the educational gap in Mathematics and English (including spoken English)	• Teachers are using the Great Teaching Toolkit to refine and further improve pedagogy, which positively impacts pupil attainment. • Training linked to 'Making the best use of Teaching Assistants' EEF guidance report is being utilised. • Subject Leads have carefully considered the explicit knowledge children must know to access the following year groups curriculum • Assessments, and discussions at pupil-level, show gaps in foundational skills and knowledge are being finely targetted.
To provide enrichment experiences to children, which will improve curriculum prior knowledge, vocabulary and access to the curriculum.	• Teachers and subject leaders have provided rich experiences across the curriculum. This includes visits, visitors, and extra-curricular clubs. • High-quality interactions between all staff and children are well embedded- linked to the EEF Metacognition document.

	• Extra-curricular clubs' uptake for all disadvantaged pupils is in-line with the attendance of non-disadvantaged peers. • Families have been signposted to experiences within the community which pupils will benefit from (via Coffee Mornings, Newsletters, etc.) • A wider range of visits and visitors have taken place throughout the year exposing children to wider cultures and events and providing them with rich experiences beyond the classroom.

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: £10,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of access to the Read Write Inc portal to embed strong phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Staff regularly access CPD through the RWI portal and all new staff have RWI training as part of their induction. Coaching and mentoring is evident by school's Reading Leader. Phonics – Toolkit Strand	3, 4

Purchasing of the Great Teaching Toolkit.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Findings show that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Effective Professional Development EEF 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf	3, 4
To continue to embed Talk Through Stories in R, Y1 and 2 to support language development.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Education Endowment Foundation EEF	3, 4
Embed coaching to support professional development.	Evidence indicates that improving models of reciprocal coaching in collaborative teams will improve teacher and subject leader roles and responsibilities. Developing the use of purposeful collaboration and coaching conversations through the stages of the GTT development cycle. Effective Professional Development GTT Coaching Conversations.pdf	2, 3, 4
Prioritise CPD to enhance workforce	CPD linked to Pupil Premium Strategy and ADP this year: - Refining specialist inclusive practices so all children have a sense of belonging. - ACEs training. - Adaptive Teaching - NPQs (plus release time) for leaders. A large body of evidence, including EEF evaluations, shows the benefit of high-quality, up-front training for teachers. Collaboration with Great Heights Research School. Effective Professional Development EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF Childhood Trauma Leaves Lasting Footprints on the Brain Belonging Schools Teach First	2, 3, 4

Strategic deployment of trained TAs to ensure priority pupils are supported in class.	Strategic deployment of TAs is important to ensure priority pupils are supported and that the role has maximum impact. SLT will ensure TAs are fully prepared for their role and work within the research informed EEF guidance report. EEF Guide – Deployment of Teaching Assistants	1, 2, 3, 4
Release time for subject leads to review outcomes for pupils eligible for PP, their outcomes, assessment and ability to 'know and remember more' as a result of effective diagnostic assessment and curriculum design.	At Bowling Green, we have a progressive curriculum that builds on knowledge learnt year on year across all subjects. The evidence suggests that "The more prior knowledge students had on a topic, the more "new" information they learnt on that topic, as shown by scoring better on the knowledge test." Therefore it is important that subject leads design the curriculum in a way that is clear what prior knowledge is needed to access the following year groups curriculum to ensure the gap doesn't widen for PP children. The Rich Get Richer: Prior Knowledge and the Learning of New, Domain Specific, Information - The Effortful Educator The Rich-Get-Richer Effect: Why children who know more, learn more InnerDrive	2, 3

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

Budgeted cost: £32,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI in Reception	NELI has been found to improve children's language and early literacy skills. The programme involves a	3, 4
	trained teaching assistant providing short, small group and individual teaching sessions to around 3-6 pupils for 20 weeks. Robust evaluations found NELI children made on average three months of additional progress in language. Nuffield Foundation	

Teaching Assistant / Learning Support Assistants	Small group teaching (e.g. RWI) and small group interventions are more effective than working in larger groups. Targeted phonics interventions ('daily catch up') have been shown to be more effective when delivered as regular sessions over a period of 12 weeks. Phonics – Toolkit Strand Small group interventions are effective in addressing misconceptions and gaps in learning. EEF Guide to Supporting School Planning	1, 2, 3, 4
Use of diagnostics to identify barriers to learning, support targeted teaching and where required SMART IEP targets	At Bowling Green Academy, pupil numbers with SEND is above national average and pupils with EHCPs is significantly above national average. Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. Diagnostic Assessment Tool	1, 2, 3, 4
Additional resources to support pupils with vulnerabilities, including SEND	At Bowling Green, pupils with SEND and pupils eligible for PP overlap significantly. Research suggests teaching strategies that teachers should consider for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils: • Flexible grouping • Cognitive and metacognitive strategies • Explicit instruction • Using technology to support pupils with SEND • Scaffolding Special Educational Needs in a Mainstream School	2, 3, 4

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

Budgeted cost: £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips, Visits and Experiences	Research shows the impact that a reduced opportunity for home learning (educational, trips and visits) has on future outcomes. At Bowling Green, we recognise that rich experiences for some of our PP children are severely lacking. We have an established programme of trips, visits and links to local community groups which enhance the curriculum. This includes a residential visit in Year 6. In line with our 25-26 ADP we believe that in order to belong at Bowling Green all children should have access to these rich experiences regardless of financial background and therefore we ensure that parental contributions towards meeting the cost of these trips, visits and experiences are kept as low as possible and, in some cases, provided at no cost to Pupil Premium children. In addition to this we offer a wide range of extra-curricular and enrichment opportunities through before and after school clubs at no cost to Pupil Premium pupils. Music tuition aligns closely with our Music Plan. Sutton Trust: what promotes better achievement for bright but disadvantaged students? An Unequal Playing Field report.pdf EEF – Arts participation EEF – Outdoor Adventure Learning	1

Breakfast Club	At Bowling Green Academy, we know that Breakfast Club (and after-school clubs) can help vulnerable families continue to work and/or work longer hours. We also know that play-based activities (such as Kids' Club) support children's oracy, imagination and participation in social circles. Additionally, research carried out by the Education Endowment Foundation shows the impact on breakfast clubs on attainment. Breakfast club schools also saw an improvement in pupil behaviour and attendance. EEF – Magic Breakfast	1, 2, 4
Uniform Vouchers	Evidence suggests wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process. In line with our 25-26 ADP we believe that wearing a school creates a sense of belonging. In order to support our families of PP children we provide uniform vouchers to support families that may be unable to afford new uniform. School uniform EEF Belonging Schools Teach First	1
Attachment and Trauma training (ATSSA)	All staff receive training for the ATTSA meaning that all staff have a good understanding of the impact of being an attachment and Trauma sensitive school on pupils' wellbeing and mental health. Intervention is tailored to meet individual need for those children with social and emotional needs. Diagnose your pupils' needs EEF Attachment and child development NSPCC Learning	1, 2

Book Club	Book Club – whereby we buy books for children from disadvantaged backgrounds have a positive impact on children’s enjoyment for reading. This, alongside our community adult library, is supporting our work to engage families in reading. The DfE’s Reading for Pleasure evidence highlights a positive link between reading at home and reading assessment scores (PISA, 2009), as well as reading pleasure in later life (Clark and Rumbold, 2006) and emotional confidence (Clark and Rumbold, 2006). Supporting Evidence DfE – Research evidence on reading for pleasure Working with Parents to Support Children's Learning EEF	1, 3, 4
Attendance support	As stated above, at Bowling Green Academy, pupils eligible for Pupil Premium funding have lower attendance on average than their nonPP peers. Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. EEF – Attendance Interventions	1
Parental engagement	As a smaller-than-average community school, Bowling Green Academy continues to foster excellent relationships with families. Evidence from the EEF shows that effective parental engagement can lead to learning gains of 3 months + over an academic year. Working with parents to support children's learning	1, 2, 3, 4

Social and Emotional Support including mental health and wellbeing support	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF – Guidance Report SEL	2
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Total budgeted cost: £50, 174

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

BOWLING GREEN ACADEMY



DATA SUMMARY 2024

EARLY YEARS ANALYSIS			
PERCENTAGE REACHING A GOOD LEVEL OF DEVELOPMENT			
	2022	2023	2024
All Pupils 26	67%	71%	68%
PP 4	33%	33%	50%

YEAR 1 PHONICS ANALYSIS			
PERCENTAGE PASSING THE TEST			
	2022	2023	2024
All Pupils 25	92%	90%	88%
PP 4	33%	75%	100%

YEAR 2 TEACHER ASSESSMENT						
	READING		WRITING		MATHEMATICS	
	Expected +	Above	Expected +	Above	Expected +	Above
2022 All 24	83%	33%	75%	21%	88%	29%
2023 PP 4	25%	0%	25%	0%	25%	0%
2024 All 19	83%	39%	83%	17%	83%	39%
2024 PP 8	71%	-	57%	-	57%	-
Combined	2023	All	75%	2024	All	78%
		PP	25%		PP	57%

YEAR 6 SATS TEST					
PERCENTAGE PASSING THE TEST					
	READING	WRITING	MATHEMATICS	COMBINED	SPAG
2022 EXP+	78%	72%	83%	72%	78%
2022 GD	33%	28%	39%	-	50%
2023 EXP +	91%	81%	86%	77%	91%
2023 GD	36%	27%	46%	17%	41%
2024 EXP + 17	82.4% (74%)	94% (72%)	94.1% (73%)	82.4% (61%)	88.2% (72%)
2024 PP 2	50%	100%	50%	50%	50%
2024 GD	41.2%	23.5%	35.3%	12%	59%
2024 GD PP	-	-	-	-	-

Pupil premium pupils achieved 100 % in phonics screening in Year 1 compared to 75 % last year and 33% in 2022.

Year 6 data was very positive showing great progress. Pupil premium pupils - 57% achieved expectations in maths and reading and 100 % in writing.

compared to last year. Above 50 % working at expected level. They have also performed better in reading 71% were expected in reading.

These figures indicate that our strategy to close the attainment gap between the most disadvantaged pupils and the rest of the cohort was successful.

A focus on our school improvement plan in 23-24 was to raise independence and tenacity (linked to school values) of all our children. In pupil voice surveys, including pupils eligible for funding, the vast majority of children spoke positively about how they like to 'be challenged', 'reach challenging tasks' and know specific strategies to do when the curriculum gets difficult.

Last academic year, no pupils eligible for funding missed any trips or visits due to costs – this includes residential opportunities. Similarly, all pupils spoke highly about Bowling Green Academy's 'book club' offer – receiving the gift of a book twice throughout the year to take home linked to personal interests or what has been learnt in school.

Staff CPD continues to be a large part of Pupil Premium Strategy. For example, all Reading Teachers (teachers and teaching assistants) spoke confidently about the delivery of Read, Write, Inc. phonics sessions across school. The teaching and delivery of these sessions was deemed to be of a very good quality by leaders in school and following external monitoring. This would support high outcomes for all children, including those eligible for funding, at Year 1.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NELI	Elkan-OUP
White Rose Maths + Numberstacks	White Rose Maths + Numberstacks
Read, Write, Inc.	Ruth Miskin

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Ongoing reflective review 25/26

Date	Intended Outcomes	Action & activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps Challenge
Autumn Term					
Spring Term					
Summer Term					
		Summary of Impact			
Next Year 26/27		Next Steps / Priorities for 2025–26			