

Pupil premium strategy statement 2024-25

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	Bowling Park Primary
Number of pupils in school	631 pupils (as of 30/12/24)
Proportion (%) of pupil premium eligible pupils	256 pupils (40.5%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	31 st December 2024
Date on which it will be reviewed	Termly SLT and governor review
Statement authorised by	Salma Rahman
Pupil premium lead	Leigh Crowther
Governor/ Trustee lead	Sam Kirkby

Funding overview

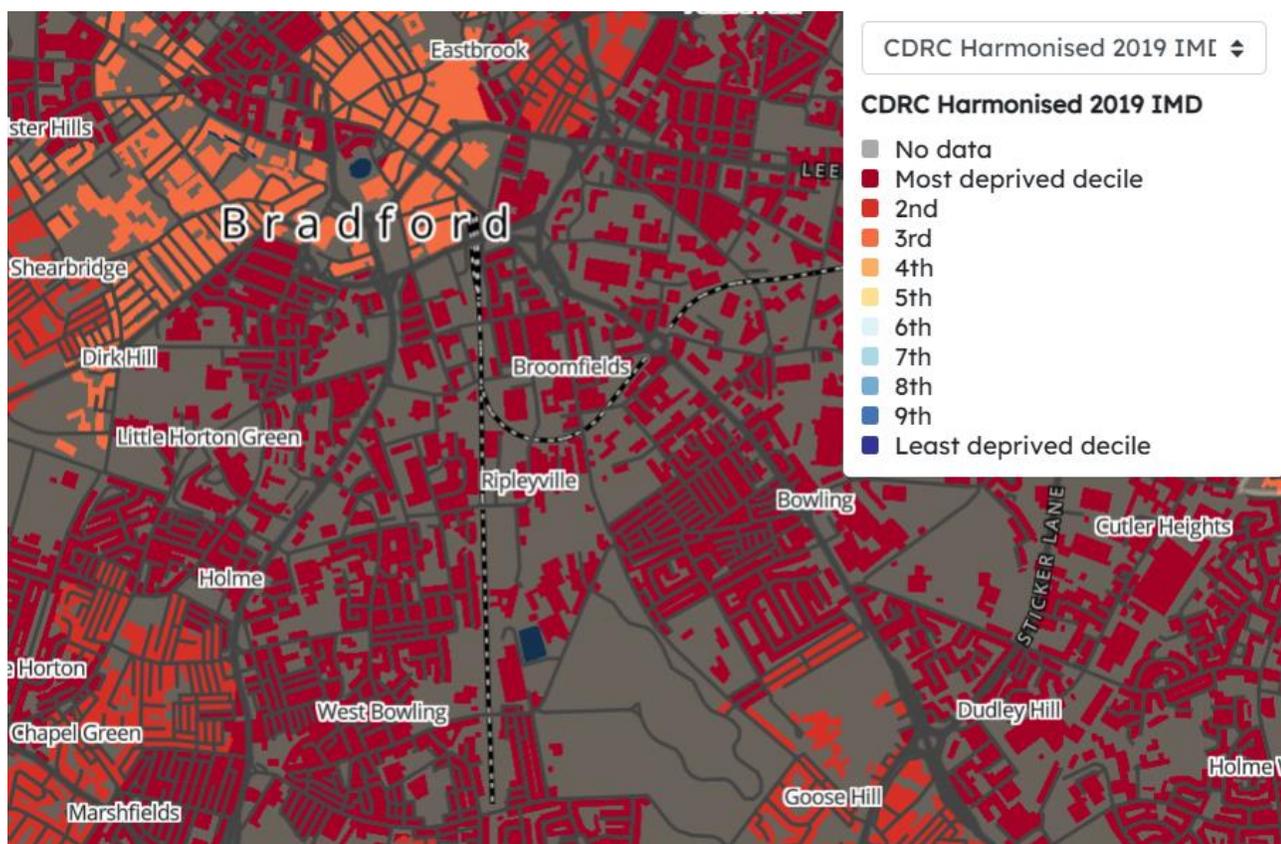
Detail	Amount
Pupil premium funding allocation this academic year	Year 1 - £405,396
Recovery premium funding allocation this academic year	Year 1 - £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Year 1 - £405,396

Part A: Pupil premium strategy plan

Statement of intent

Context:

Bowling Park Primary School is a three-form entry school, across two sites, in East and West Bowling, Bradford. Our school serves one of the most deprived cities nationally. The Bowling and Barkerend ward, where the school is situated, was ranked 3rd of 30 wards in the District for the 2019 Index of Multiple deprivation (1 being the most deprived). As shown below, our school serves an area in the top 10% nationally for income deprivation and income deprivation affecting children (Source: Ministry of Housing, Communities and Local Government)



Our objectives:

We are committed to ensuring that all pupils, regardless of their socio-economic background, achieve academic success and feel happy and supported at school. We firmly believe that with the right guidance and resources, every child can thrive.

Our aim is to ensure that Pupil Premium children are supported, safe, and successful in school, with access to the best opportunities our school offers. Through high-quality teaching, personal development opportunities,

and effective pastoral care, Pupil Premium children at Bowling Park achieve strong progress. In many cases, their progress surpasses that of non-Pupil Premium peers.

Bowling Park uses a layered approach. We believe that developing consistent ‘quality first teaching’ will have the greatest impact on closing the gap for our disadvantaged pupils. This is supported by an extensive professional development offer to all teachers and support staff and is underpinned by a professional coaching model. The leadership team, including the SENDCO, subject specialists and behaviour and pastoral staff, guide staff through a rigorous pupil progress process so that they can support Pupil Premium children fully.

We run tailored interventions to support Pupil Premium children with a variety of additional needs. These interventions enable our disadvantaged pupils to attend catch-up sessions led by specialist staff using precise resources. These children make very good progress on their journey through school.

More specific support is provided by specialists such as Speech and Language Therapists, Education Psychologists and community practitioners who work with specific children in school.

At Bowling Park, we understand that many of our disadvantaged children do not have access to a wide range of wider opportunities and experiences, so **we place great emphasis on the importance of personal development, experiences and enrichment.** Pupil Premium funding enables our most vulnerable children to access an extensive personal development offer which builds self-confidence, ambition and aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Pupils’ early reading/phonics
2	Pupils’ communication and language development
3	Attendance (including PAs and Extended Leave)

4	The academic gap between disadvantaged and non-disadvantaged pupils
5	Mental health and well-being
6	Safeguarding and welfare issues
7	Pupil and family access to wider personal development opportunities

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
The gap between disadvantaged and non-disadvantaged pupils at the end of KS2 is closed further and continues to close in all other year groups.	<ul style="list-style-type: none"> - Across school pupils attain at least in line with their non-disadvantaged peers in Reading, Writing and Maths. - More able disadvantaged pupils across school make good progress in all subjects. - Disadvantaged pupils receive targeted interventions to accelerate progress and close the gap. - Regular pupil progress meetings support the early identification and support of disadvantaged pupils.
The gap between disadvantaged and non-disadvantaged pupils in phonics continues to be broadly in line.	<ul style="list-style-type: none"> - Our Little Wandle scheme continues to embed across school. - All staff receive regular coaching and support for Little Wandle. - Disadvantaged children who are falling behind receive rapid intervention and support.
The gap between the attendance of disadvantaged and non-disadvantaged pupils continues to be in line.	<ul style="list-style-type: none"> - The attendance of disadvantaged pupils is in line with or better than non-disadvantaged children in school and nationally. - Pupils with attendance concerns are identified and regularly monitored by our attendance team. - Persistent absence for disadvantaged pupils is lower than national. - The number of Extended Leave requests is reduced for disadvantaged pupils.

<p>Disadvantaged pupils are well- supported in terms of their mental health and well-being</p>	<ul style="list-style-type: none"> - Disadvantaged pupils are generally very happy in school. - Pupils consistently have positive attitudes towards their learning and school itself. - School has a designated team of people to support this including school’s mental health champion and the mentor team. - Pupils’ behaviour in school is consistently good. - Pupils are more resilient when approaching challenging activities.
<p>Disadvantaged pupils have access to a wide range of personal development and extra-curricular activities.</p>	<ul style="list-style-type: none"> - A variety of personal development opportunities are available for all children but particularly disadvantaged pupils. - A range of after-school clubs are available for all children but especially disadvantaged pupils. Their attendance at these clubs is good. - ‘70 things to do at Bowling Park’ is launched and shared with key stakeholders in school. - Disadvantaged pupils attend all school trips, with large numbers of disadvantaged pupils attending residential in Year 4, 5 and 6.
<p>Disadvantaged pupils and their families feel well-supported in school but also at home.</p>	<ul style="list-style-type: none"> - Parents are up to date with information on how to support their child at home, including information about the school’s method of reading and how to help their child to learn to read. - Pupils feel confident in how to support their pupils learning at home. - Parents regularly attend school and contribute to the life of school, via parent forums and class visits/assemblies. - Our safeguarding and mentor team are available to support families where appropriate through a range of in-school and external support.

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: Year 1 - £154,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching programme is embedded across school</p> <p>Release of staff to be coaches.</p> <p>Release of staff for coaching sessions</p>	<p>A key factor in pupils' progress is quality first teaching, as highlighted by the Sutton Trust's 2011 report. This is particularly the case with pupils from a disadvantaged background.</p> <p>At Bowling Park, we use instructional coaching to support our teachers. Instructional coaching combines granular goals, targeted feedback and rehearsal. This means that it contains many of the mechanisms identified as being central to effective professional development (EEF, 2021), supporting it to have an impact on classroom teaching and pupil attainment (Gregory et al. 2017).</p> <p>Evidence – EEF guidance to Effective PD</p>	<p>1, 2, 3, 4 and 5</p>
<p>Coaching and support programme for all support staff</p>	<p>A further factor in pupils' progress and attainment is the support of our teaching assistants. EEF evidence also suggests that teaching assistants have a good impact on pupils' attainment and progress if they are trained well in the interventions and support, they are delivering.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p>	<p>1, 2 and 4</p>
<p>Continue to embed and develop the use of Little Wandle across school</p>	<p>Fidelity linked to SSP programme is vital to its success in school. We will continue to develop our use of Little Wandle and ensure that all staff feel supported and part of the journey.</p>	<p>1, 2 and 4</p>

<p>Release of Phonics lead to coach and support staff</p> <p>Resources linked to scheme</p> <p>Release of staff for training.</p>	<p>Research for the OFSTED Framework highlights the point that if pupils cannot read, they will not be able to access the curriculum and will be disadvantaged for life.</p> <p>Evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Subject leadership time</p> <p>Subject leadership coaching and monitoring</p> <p>Use of Kapow and related resources.</p>	<p>We will continue to offer a programme of support for all subject leaders, including foundation subjects.</p> <p>Evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	<p>1, 2 and 4</p>
<p>Development of oracy and language across curriculum</p> <p>Time for Oracy Lead</p> <p>Support from Lisa Stephenson (Story Project Company at Leeds Beckett)</p>	<p>In order to prepare young people for their future, the Commission on the Future of Oracy Education in England believes oracy should become the fourth “R” of education – of equal status to reading, writing and arithmetic.</p> <p>At Bowling Park, it is essential that we develop the oracy and language skills of children, particularly our disadvantaged children.</p> <p>Evidence:</p> <p>https://oracyeducationcommission.co.uk/oec-report/</p>	<p>1, 2 and 4</p>

English support for teachers and subject leader from external consultants	<p>Writing sequences and planning continues to be a focus in our School Improvement Plan. An external consultant will work with all class teachers to support improvements in planning for writing sequences.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2 and 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Year 1 - £87,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for children disadvantaged pupils (end of Key Stage 2)</p> <p>Teaching and support staff to offer before and after school clubs to support disadvantaged pupils</p> <p>Programmes such as Year Six Boot Camp and EdShed to support these learners</p>	<p>Evidence suggests that 1:1 or small group intervention has a positive impact on pupil progress and attainment. We will support our disadvantaged pupils through small and 1:1 sessions.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2 and 4

<p>Targeted support for children disadvantaged pupils (Phonics)</p> <p>Teaching and support staff to offer in-school support for disadvantaged pupils</p>	<p>Evidence suggests that 1:1 or small group intervention has a positive impact on pupil progress and attainment. We will support our disadvantaged pupils through small and 1:1 sessions.</p> <p>Evidence:</p> <p>EEF – Effective Tutoring (see above)</p> <p>EEF – Small Group Tuition (see above)</p>	<p>1, 2 and 4</p>
<p>Targeted support for children disadvantaged pupils (all other year groups)</p> <p>Teaching and support staff to offer in-school support for disadvantaged pupils</p> <p>Intervention time/cover for each teacher to lead these sessions</p>	<p>Evidence suggests that 1:1 or small group intervention has a positive impact on pupil progress and attainment. We will support our disadvantaged pupils through small and 1:1 sessions.</p> <p>Evidence:</p> <p>EEF – Effective Tutoring (see above)</p> <p>EEF – Small Group Tuition (see above)</p>	<p>1, 2 and 4</p>

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

Budgeted cost: Year 1 - £166,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Personal Development Strategy</p> <p>Launch of 70 Things to do at Bowling Park</p> <p>Funding (fully funded or at reduced costs) for clubs and personal development opportunities</p> <p>Subsidies for trips and residential</p> <p>Commando Joe's used effectively across school</p> <p>Sports (UK) competitions and coaching</p>	<p>Many of our pupils have limited access to wider personal development opportunities and green spaces. Evidence suggests that more access to personal development opportunities improves children's well-being and makes them a more rounded individual.</p> <p>Our '70 Things to do at Bowling Park' covers all the wide range of opportunities we want all our pupils to have access to before they leave our school.</p> <p>We also want our children to have access to sport and competition as evidence shows that movement can have a positive impact on children's mental health and fitness.</p> <p>Evidence:</p> <p>https://www.childrenssociety.org.uk/what-we-do/blogs/need-for-accessibility-in-sport</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development</p>	<p>3, 5, 6 and 7</p>
<p>Attendance team and strategy</p> <p>Time and release to conduct home visits/meet parents</p>	<p>Evidence shows that the more children are in school, the more progress they make. DfE published research indicates a link between school absence in KS2 and lower attainment outcomes at KS4. Improving attendance will improve outcomes for pupils.</p>	<p>3, 5 and 6</p>

<p>Rewards and incentives for good attendance</p>	<p>Evidence:</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#principles-of-an-effective-whole-school-attendance-strategy</p>	
<p>Mental health and well-being</p> <p>Mental Health Champion in school</p> <p>Support from external agencies including Mental Health Support Team</p> <p>Mental Health and further support from our mentor team including training and CPD from internal and external staff</p>	<p>We will continue to develop our mental health offer in school through “My Happy Mind” and our Mental Health team.</p> <p>Evidence:</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development</p>	<p>3, 5 , 6 and 7</p>
<p>Breakfast Club</p>	<p>We will offer breakfast clubs at a heavily subsidised rate. Research shows the importance of a healthy and nutritious start to the day for our pupils. We will offer a range of options for breakfast and engaging activities so children start the day in the right way.</p>	<p>3, 5, 6, 7</p>

Total budgeted cost: £408,250

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 2023 to 2024 academic year.

To help us understand the outcomes of our disadvantaged pupils during the 2023-2024 academic year, we have analysed their performance using data from national assessments and our own internal assessment system. Our data is taken from a variety of sources including ASP and Arbor (our school's MIS system) whilst national data is taken from the Government website and statistic services.

To help us understand the performance of our disadvantaged pupils, we have compared their results with our non-disadvantaged pupils. We have also compared the performance of our disadvantaged pupils with the performance of disadvantaged pupils nationally.

At Bowling Park, we are closing the gap in terms of attendance. Our whole school attendance in 2023-2024 was 94.1% compared to 94.5% nationally. The attendance of our disadvantaged pupils (93.9%) is broadly in line with our non-disadvantaged pupils (94.5%). The attendance of our disadvantaged pupils has also improved year-on-year (2021/22 - 91.7%, 2022/23 - 93.2%, 2023/24 - 93.9%) and this will continue to be a priority in our updated pupil premium strategy.

In our End of Key Stage 2 assessments, 73% of our total cohort achieved the expected standard in the combined areas of Reading, Writing and Maths. This is compared to 61% of children nationally. At Bowling Park, 63% of our disadvantaged pupils achieved the expected standard in the combined areas of Reading, Writing and Maths (nationally 46% of disadvantaged pupils met the combined standards).

In KS2 Reading, 71% of our disadvantaged pupils met the expected standard (62% of disadvantaged pupils met the expected standard nationally). 32% of our disadvantaged pupils achieved the Greater Depth standard.

In KS2 Writing , 66% of our disadvantaged pupils met the expected standard (58% of disadvantaged pupils met the expected standard nationally). 12% of our pupils achieved Greater Depth in Writing, compared to 6% of non-disadvantaged pupils.

In KS2 Maths, 67% of our disadvantaged pupils met the expected standard (59% of disadvantaged pupils met the expected standard nationally). 22% of our disadvantaged pupils achieved the Greater Depth standard in Maths.

The above data from our KS2 assessments demonstrates that our disadvantaged pupils are performing above their peers nationally. We recognise that there is still work to do to close the gap in our school between disadvantaged and non-disadvantaged pupils (the gap for KS2 combined nationally was 22%; the gap at Bowling Park in KS2 was 25%) but it is clear that disadvantaged pupils at Bowling Park are making at least good progress.

In the Year 4 Multiplication Tables Check (MTC), 60% of our children scored full marks, including 53% of disadvantaged pupils. Both these are significantly above the national average. The average score at Bowling Park was 22.6, compared to 20.6 nationally. The average score for disadvantaged pupils was 21.98. Again, this demonstrates the significant progress that disadvantaged pupils have made.

In Year 1 phonics, 72% of our pupils passed the phonics check. Despite 80% of children nationally passing the phonics check, our results demonstrate a significant improvement from our previous year. 71.9% of our disadvantaged pupils passed their phonics check which is in line with 71.1% of our non-disadvantaged pupils. Phonics and Early Reading will continue to be a fundamental part of our school improvement and pupil premium plan.

Our internal assessment system, including for KS1, indicate that in the vast majority of cases our disadvantaged pupils are performing in line or above their national peers. In the vast majority of classes, we are closing the gap and where there are discrepancies, plans are put in place swiftly to further support our disadvantaged pupils.

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
TT Rockstars	Ed Shed (Spelling Shed, Maths Shed etc)
Discovery Education	Clicker
White Rose Maths premium resources	PenPals handwriting scheme
Kapow	My Happy Mind