

# Pupil premium strategy statement 2024-27

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	609 pupils (as of December 2025)
Proportion (%) of pupil premium eligible pupils	261 pupils (42.9%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/25 <b>2025/26</b> 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Salma Rahman
Pupil Premium Lead	Leigh Crowther
Governor/ Trustee Lead	Lisa Keighley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Year 1 - £405,396 <b>Year 2 - £363,430</b>
Recovery premium funding allocation this academic year	Year 1 - £0 <b>Year 2 - £0</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>  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 <b>Year 2 - £363,430</b>

## Part A: Pupil premium strategy plan

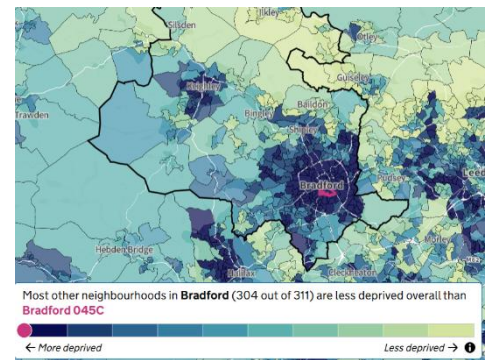
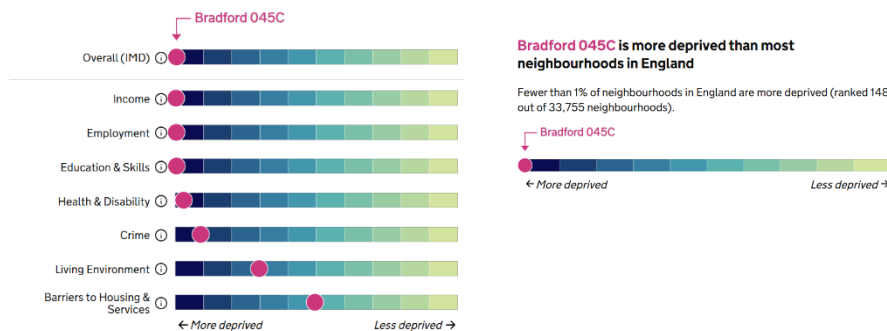
### Statement of intent

## Context:

Bowling Park Primary School is a three-form entry school operating across two sites in East and West Bowling, Bradford. We serve a diverse and vibrant community within one of the most deprived areas nationally. According to the Ministry of Housing, Communities and Local Government's Index of Multiple Deprivation (November 2025), the neighbourhoods we support rank within the top 1–2% nationally for deprivation in income, housing, employment, and living standards.

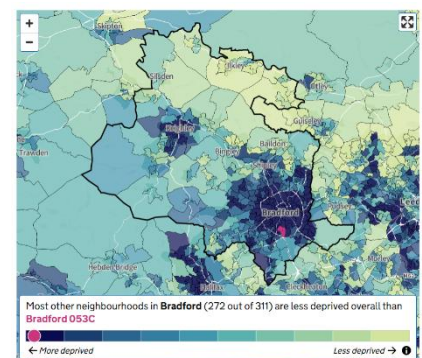
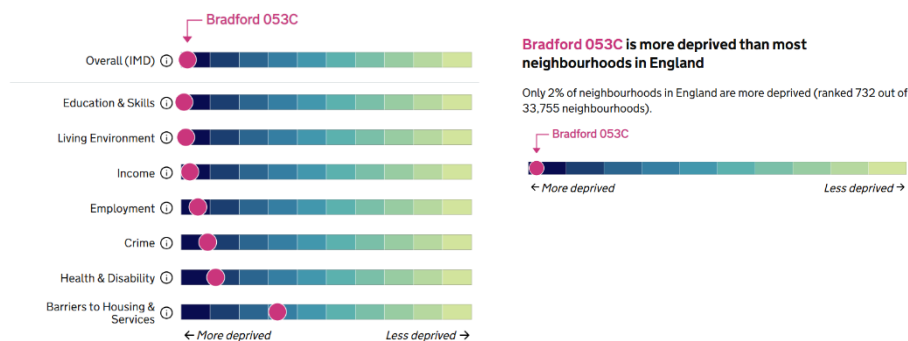
### There are different types of deprivation in Bradford 045C

The neighbourhood you selected is most deprived in relation to income. Fewer than 1% of neighbourhoods in England are more deprived.



### There are different types of deprivation in Bradford 053C

The neighbourhood you selected is most deprived in relation to education & skills. Fewer than 1% of neighbourhoods in England are more deprived.



## 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	<u>Phonics and Early Reading</u> A proportion of disadvantaged pupils require rapid keep-up/ catch-up to secure fluent decoding and book match fidelity.
2	<u>Communication and Language (particularly in EYFS)</u> Many pupils, entitled to PP enter Reception with skills below what is typical, especially in communication and language - impacting access to the wider curriculum without explicit instruction and oracy practice.
3	<u>Attendance and Punctuality</u> Our disadvantaged pupils require our support to maintain the best possible attendance.

4	<p><u>Progress and Attainment gap</u></p> <p>Ongoing assessment shows that disadvantaged pupils in KS2 benefit from the support they are provided with to ensure they achieve as well as their peers.</p>
5	<p><u>Mental Health and Well-Being</u></p> <p>Some pupils require proactive pastoral or mentoring approaches to regulate and engage.</p>
6	<p><u>Safeguarding</u></p> <p>We are aware some of our disadvantaged families may need regular support from our Safeguarding Team due to a range of challenges. This support is often supplemented by external agencies, including Early Help and Social Services.</p>
7	<p><u>Personal Development opportunities</u></p> <p>A large proportion of disadvantaged pupils have limited life experiences and families face significant financial pressures which potentially limit access to resources, opportunities and experiences.</p>
8	<p><u>SEND</u></p> <p>We recognise that many of our disadvantaged pupils also have Special Educational Needs and Disabilities (SEND), requiring tailored support and provision.</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
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"> <li>- Across school, pupils attain at least in line with their non-disadvantaged peers in Reading, Writing and Maths.</li> <li>- More able disadvantaged pupils across school make good progress in all subjects.</li> <li>- Disadvantaged pupils receive targeted interventions to accelerate progress and close the gap.</li> <li>- Regular pupil progress meetings support the early identification and support of disadvantaged pupils.</li> </ul>
The attainment and progress of disadvantaged and non-disadvantaged	<ul style="list-style-type: none"> <li>- Our Little Wandle scheme continues to embed across school.</li> <li>- All staff receive regular coaching and support for Little Wandle.</li> </ul>

<p>pupils in phonics continues to be broadly in line.</p>	<ul style="list-style-type: none"> <li>- Disadvantaged children who are falling behind receive rapid intervention and support.</li> </ul>
<p>Pupils in the Early Years quickly gain the vocabulary and communication skills to access their learning and the flourish socially.</p> <p>The achievement of disadvantaged children in EYFS is broadly in line with their peers</p>	<ul style="list-style-type: none"> <li>- Baseline assessments in Early Years quickly identify children needing support.</li> <li>- A significant focus on language acquisition and positive interactions within EY.</li> <li>- Interventions such as Wellcomm are used to support children with specific SEND difficulties in areas such as SEMH and SCLN</li> <li>- SEND professionals such as the SCIL team and SALT are deployed effectively to assess and support our most vulnerable pupils.</li> </ul>
<p>The attendance of disadvantaged and non-disadvantaged pupils continues to be in line.</p>	<ul style="list-style-type: none"> <li>- The attendance of disadvantaged pupils is in line with or higher than non-disadvantaged children in school and nationally.</li> <li>- Pupils with attendance concerns are identified and regularly monitored by our attendance team.</li> <li>- Persistent absence for disadvantaged pupils is lower than national.</li> <li>- The number of Extended Leave requests is reduced for disadvantaged pupils.</li> </ul>
<p>Disadvantaged pupils are well- supported in terms of their mental health and well-being</p>	<ul style="list-style-type: none"> <li>- Pupil surveys indicate that disadvantaged pupils are generally very happy in school.</li> <li>- Positive mental health and well- being is promoted consistently through the school curriculum (e.g. My Happy Mind)</li> <li>- Pupils consistently have positive attitudes towards their learning and school itself.</li> <li>- School has a designated team of people to support this including school’s mental health champion and the mentor team.</li> <li>- Pupils’ behaviour in school is consistently good.</li> <li>- Pupils are more resilient when approaching challenging activities.</li> <li>- External agencies are used effectively to support more complex cases.</li> <li>- All pupils, including our disadvantaged pupils, make a highly positive, tangible contribution to the life of the school and the wider community. They actively support the wellbeing of other pupils.</li> <li>- Disadvantaged pupils to recognise online and offline risks to their well-being</li> </ul>

<p>Disadvantaged pupils have access to a wide range of personal development and extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>- A variety of personal development opportunities are available for all children but particularly disadvantaged pupils.</li> <li>- A range of after-school clubs (sports, arts, dance, music, cooking etc.) are available for all children but especially disadvantaged pupils. Their attendance at these clubs is good.</li> <li>- '70 things to do at Bowling Park' is embedded and shared with key stakeholders in school.</li> <li>- Disadvantaged pupils attend all school trips, with large numbers of disadvantaged pupils attending residential in Year 4, 5 and 6.</li> </ul>
<p>Disadvantaged pupils and their families feel well-supported in school but also at home.</p>	<ul style="list-style-type: none"> <li>- 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. These opportunities are provided through initiatives such as termly class visits/ exhibitions, parental consultations, workshops, parental courses, Stay and Play sessions in EYFS etc.</li> <li>- Parents feel confident in how to support their pupils learning at home.</li> <li>- Parents regularly attend school and contribute to the life of school, via parent forums and class visits/assemblies.</li> <li>- Our safeguarding and mentor team are available to support families where appropriate through a range of in-school and external support.</li> </ul>

## 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

Budgeted cost: Year 2 - £140,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Coaching programme is embedded across school</b></p> <p>Release of staff to be coaches.</p> <p>Release of staff for coaching sessions</p>	<p>A key factor in securing positive pupil 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 –  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 2, 3, 4, 5 and 8</p>
<p><b>Coaching and support programme for all support staff</b></p> <p>Release of support staff</p> <p>Training for leaders</p>	<p>A further factor in pupils' progress and attainment is the effective deployment of support staff. EEF evidence also suggests that teaching assistants have a positive impact on pupils' attainment and progress, including that of disadvantaged pupils, if they are trained well in the interventions and support, they are delivering.</p> <p>Evidence:  <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</a></p>	<p>1, 2, 4 and 8</p>

<p><b>Continue to embed and develop the use of Little Wandle across school</b></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>Fidelity linked to Systematic Synthetic Phonics (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>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><a href="https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf">https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2, 4 and 8</p>
<p><b>Subject leadership time</b></p> <p><b>Subject leadership coaching and monitoring</b></p> <p>Release of staff for training, monitoring and further support</p> <p>Development of leaders through NPQs – time, release and networking</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, with the aim of improving quality-first teaching in all subjects. A key factor in securing positive pupil 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>Evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p>	<p>1, 2, 4 and 8</p>
<p><b>Development of oracy and language across curriculum</b></p> <p>Time for Oracy Lead</p> <p>Membership and access to Voice 21, including training and resources</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. Through our work with Voice 21, Oracy will become a fundamental part of our curriculum.</p>	<p>1, 2, 4 and 8</p>

	<p>Evidence:</p> <p><a href="https://oracyeducationcommission.co.uk/oec-report/">https://oracyeducationcommission.co.uk/oec-report/</a></p> <p><a href="https://voice21.org/understanding-the-impact-of-being-a-voice-21-oracy-school/">https://voice21.org/understanding-the-impact-of-being-a-voice-21-oracy-school/</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Year 1 - £87,900

Budgeted cost: Year 2 - £96,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted support for children disadvantaged pupils (end of Key Stage 2)</b></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>Extra teaching support in Year 6 for intervention groups and further support</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 4 and 8</p>

<p><b>Targeted support for children disadvantaged pupils (Phonics)</b></p> <p>Teaching and support staff to offer in-school support for disadvantaged pupils. These will be in addition to the daily phonics lessons sessions.</p> <p>Extra support staff employed to support in Little Wandle catch up and interventions</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, 4 and 8</p>
<p><b>Targeted support for disadvantaged pupils (all other year groups)</b></p> <p>Teaching and support staff to continue to offer additional 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

Budgeted cost: Year 2 - £154,871

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Personal Development Strategy</b></p> <p>Continuation 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 residentials</p> <p>Eco Warriors/Eco Club and initiatives linked to personal development and environmental sustainability.</p> <p>Minibuses including training and release time.</p>	<p>Many of our pupils have limited access to wider personal development opportunities and green spaces. This is particularly the case with our disadvantaged pupils. 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 disadvantaged children to have access to be active as much as possible - evidence shows that movement can have a positive impact on children’s mental health and fitness.</p> <p>Evidence:</p> <p><a href="https://www.childrensociety.org.uk/what-we-do/blogs/need-for-accessibility-in-sport">https://www.childrensociety.org.uk/what-we-do/blogs/need-for-accessibility-in-sport</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development">https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development</a></p>	<p>3, 5, 6, 7 and 8</p>
<p><b>Attendance team and strategy</b></p> <p>Time and release to conduct home visits/meet parents</p> <p>Rewards and incentives for good attendance</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 our disadvantaged pupils.</p> <p>Evidence:</p> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</a></p> <p><a href="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">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</a></p>	<p>3, 5, 6 and 8</p>

<p><b>Mental health and well-being</b></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><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development">https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_childrens_mental_health_and_wellbeing_in_the_early_years.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_childrens_mental_health_and_wellbeing_in_the_early_years.pdf</a></p>	<p>3, 5, 6, 7 and 8</p>
<p><b>Breakfast Club</b></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 and 8</p>
<p><b>Educational Psychologist</b> employed by school</p>	<p>Early identification of learning difficulties, special educational needs and disabilities (SEND), and mental-health needs allows educational psychologists to design targeted, evidence-based interventions that improve both academic progress and student wellbeing. Through their work, they support the development of emotional regulation, positive behaviour and social skills, contributing to more inclusive school environments</p>	<p>1, 2, 4, 5 and 8</p>

Year 1 - Total budgeted cost: £408,250

Year 2 – Total budgeted cost - £392,534 (£29,104 overspend)

# 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 to 2025 academic year.

To help us understand the outcomes of our disadvantaged pupils during the 2024-2025 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 Analyse School Performance (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.

### **Outcome: The attendance of disadvantaged and non-disadvantaged pupils continues to be in line with national averages**

For the academic year 2024/25, attendance for pupil premium pupils at Bowling Park was **95.2%**, which is significantly above the national average of **92.6%** for all pupil premium pupils. This positive outcome is not isolated to this year; it represents a **sustained three-year trend of outperformance** against national pupil premium figures. This indicates the effectiveness of the school's targeted strategies and support in promoting regular attendance and removing barriers to learning for our disadvantaged pupils.

#### **FSM6 - Attendance**

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	255	95.2%	92.6%	Above	Relative improvement	High - FSM
2023/24	274	93.3%	92.0%	Close to average	Relative decline	High - FSM, High - SEN
2022/23	301	93.3%	91.6%	Above	Not available	High - FSM, High - SEN

### **End of Key Stage 2 – Combined**

For the **expected standard in reading, writing and mathematics combined**, **57%** of Bowling Park pupil premium pupils achieved this standard compared to **47% of pupil premium pupils nationally**. This follows a **three-year trend** of higher outcomes for Bowling Park pupil premium children (see table), highlighting the sustained impact of targeted teaching, intervention and support in securing improved attainment for disadvantaged pupils.

**57% of pupil premium** children achieving the combined standard also compares with a **national average of 69% for non-pupil premium pupils**. The difference is partly attributable to Bowling Park having a higher-than-average proportion of pupils with SEND (see table context) within the cohort.

### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	147	56%	46%	Above (sig+)	68%	-12	Not applicable	Not applicable
2025	49	57%	47%	Close to average (non-sig)	69%	-12	Widening	High - FSM, High - SEN
2024	49	65%	46%	Above (sig+)	67%	-2	Narrowing	High - FSM
2023	49	45%	44%	Close to average (non-sig)	66%	-21	Not available	High - FSM, Low - Stability

### Outcome: 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

In the individual subjects of reading, writing and mathematics, pupil premium pupils at Bowling Park continue to perform well in comparison with pupil premium pupils nationally.

In mathematics, **73%** achieved the expected standard, outperforming the national pupil premium figure of **61%**. This follows a strong 3-year trend where pupil premium performance in mathematics is significantly above pupil premium national data. When compared with non-pupil premium pupils nationally, Bowling Park pupil premium pupils (**73%**) are just below their national non-premium peers (**80%**).

### Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	148	72%	60%	Above (sig+)	80%	-8	Not applicable	Not applicable
2025	49	73%	61%	Above (non-sig)	80%	-7	Narrowing	High - FSM, High - SEN
2024	50	70%	59%	Close to average (non-sig)	79%	-9	Widening	High - FSM
2023	49	71%	59%	Close to average (non-sig)	79%	-8	Not available	High - FSM, Low - Stability

In writing, **67% of pupil premium** pupils at Bowling Park achieved the expected standard, compared with **59% of pupil premium pupils nationally**.

When compared with non-pupil premium pupils nationally, Bowling Park pupil premium pupils (**67%**) were below their non-pupil premium peers (**78%**). This is a gap we will continue to try and close.

### Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	147	63%	59%	Close to average (non-sig)	78%	-15	Not applicable	Not applicable
2025	49	67%	59%	Close to average (non-sig)	78%	-11	Widening	High - FSM, High - SEN
2024	49	69%	58%	Close to average (non-sig)	78%	-8	Narrowing	High - FSM
2023	49	51%	58%	Close to average (non-sig)	77%	-26	Not available	High - FSM, Low - Stability

In reading, **57%** of pupil premium pupils at Bowling Park achieved the expected standard, compared with **63%** nationally. In response, we continue to prioritise reading across the curriculum, with a strong focus on improving reading outcomes to further close attainment gaps.

### Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	148	66%	62%	Close to average (non-sig)	80%	-14	Not applicable	Not applicable
2025	49	57%	63%	Close to average (non-sig)	81%	-23	Widening	High - FSM, High - SEN
2024	50	74%	62%	Above (non-sig)	80%	-6	Narrowing	High - FSM
2023	49	65%	60%	Close to average (non-sig)	78%	-13	Not available	High - FSM, Low - Stability

### Year 4 MTC

In the Year 4 Multiplication Tables Check, pupil premium pupils at Bowling Park continued to successfully close the attainment gap. **52% of Bowling Park pupil premium pupils achieved full marks**, compared with a **national figure of 37% for all pupils**

**52%** of our pupil premium children scored full marks compared with **68%** of our non-pupil premium children (see chart below)



In addition, the **mean average score for Bowling Park pupil premium pupils was 20.32 out of 25**, exceeding the **national pupil premium average of 19.3**. These results highlight the positive impact of focused teaching and targeted support in strengthening pupils' fluency and confidence in multiplication.



**Outcome: The attainment and progress of disadvantaged and non-disadvantaged pupils in phonics continues to be broadly in line**

In phonics, pupil premium pupils at Bowling Park continue to perform above the national average for their peers. **71% of Bowling Park pupil premium pupils met the expected standard**, compared with **68% of pupil premium pupils nationally**, demonstrating effective early reading support and intervention strategies.

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark		
							School	National	
All pupils	78	4	18	56	72	80	31	33	
Male	38	2	9	27	71	77	32	33	
Female	40	2	9	29	73	84	30	34	
Disadvantaged	28	1	7	20	71	68	30	30	

**Outcome: Disadvantaged pupils are well-supported in terms of their mental health and well-being**

Disadvantaged pupils at Bowling Park are well-supported in terms of their mental health and well-being. **Early identification and timely, targeted intervention** for pupils requiring additional SEMH support ensures that individual needs are effectively met. Pupils' well-being is supported through a range of additional provision and targeted interventions, including the **Mental Health Support Team, bereavement support, and other external agencies**. Observations and monitoring indicate that disadvantaged pupils demonstrate **high levels of well-being in school**. Furthermore, our **reactive, robust, and progressive PSHE curriculum**, including our use of My Happy Mind, helps pupils recognise and manage their own well-being, as well as support that of others, with positive impact consistently evidenced through ongoing monitoring and observations.

**Outcome: Disadvantaged pupils have access to a wide range of personal development and extra-curricular activities**

Disadvantaged pupils at Bowling Park have access to a wide range of personal development and extra-curricular opportunities. Internal records show that attendance at extra-curricular clubs, including breakdancing, sports, cooking, and choir, was high among pupil premium pupils. Through our "70 Things to Do at Bowling Park" initiative, we ensure that all children, including pupil premium pupils, have access to a diverse range of personal development experiences. Additionally, pupil premium pupils were well represented on residential trips, ensuring access to enriching experiences beyond the classroom.

**Outcome: Disadvantaged pupils and their families feel well-supported in school but also at home**

Internal data shows that the majority of parents and carers of disadvantaged pupils attend parents' evenings, and those unable to attend are provided with telephone consultations to ensure they receive information about their child's

progress and achievements. Engagement is also high at parental workshops, classes, coffee mornings, assemblies and other school events. Parents provide positive feedback regarding the information and resources offered to support learning at home, including guidance on the school's teaching methods for individual subjects. Parent coffee mornings further support families, and where appropriate, the school signposts external agencies to provide additional support. Feedback indicates that parents understand what their child is learning and know how to help them improve.

## 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	Maths Circle Ltd.
Espresso	Discovery Education
White Rose Maths premium resources	White Rose Education
Kapow Curriculum (subject planning)	Kapow Primary
Language Angels	Nubridge Publishing Ltd
Widget Online	Widgit Software Ltd
Ed Shed (Spelling Shed, Maths Shed etc)	Education Shed Ltd
Clicker	Crazy Games
PenPals handwriting scheme	Attenborough School
My Happy Mind	myHappyMind
Music and arts	Charanga