

Pupil premium strategy statement – Bowes Hutchinson's C of E (VA) Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2029
Date this statement was published	31/12/2025
Date on which it will be reviewed	July 2026
Statement authorised by	Finance committee
Pupil premium lead	Mrs J Gibson
Governor / Trustee lead	Mrs A Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£3030

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our children, irrespective of their backgrounds, make good progress and achieve well across all subject areas. Quality first teaching ensures that our children are the best they can be. Our pupil premium is used to close gaps, to maximise progress and attainment and to ensure that families are supported to achieve these outcomes. As a small school, we know our children well and can identify individual need and act upon it promptly to ensure that learning is effective for all our children. It is our desire that no pupil is left behind and we use a three-tiered approach to address need. Quality first teaching, (QFT) is our key principle in effective teaching. Secondly, targeted support by early and effective identification of additional need and, thirdly, wider strategies related to non-academic barriers to learning ensuring that we are providing children and their families with a holistic approach to their support.

Alongside this, we prioritise the mental health and wellbeing of all our children and their families and we are proactive in our support for any social, emotional and mental health (SEMH) issues which may impact upon learning. Staff are vigilant in identifying signs that children's wellbeing may be adversely affected and ensure that all children feel safe and secure to continue their learning.

We also prioritise good attendance for all pupils but carefully monitor and act quickly if there are any concerns regarding the attendance of our disadvantaged children.

Whole-school training and understanding and a flexible approach to adapt our practice, in light of evidence-based educational research, ensures that we have the knowledge and skills to support all learners. The strategy outline below details the work towards these aims.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged children's personal and family circumstances impact on their child(ren).
2	Some children do not read/are not read to at home and have poor reading skills relative to their peers.
3	Some children's attendance is lower for some families compared to their peers.

4	For some families, the cost of the school day (including diverse wider curriculum experiences) is high and this can lead to difficulties accessing extended services and provision.
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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
All disadvantaged children and their families will be supported emotionally and practically to manage strains and stresses on modern-day family life.	Children will be able to access school, remain regulated and make expected progress in school. Their family members will also be appropriately supported emotionally and practically.
All disadvantaged children will read to, at least, the expected age-related expectations	Children's language skills, phonic knowledge and reading skills will improve and at least reach ARE.
All disadvantaged children's attendance and punctuality is at least in-line with the national average for disadvantaged children.	Children's attendance and punctuality will be at least in-line with the national average for all disadvantaged children. A consistent focused approach will be in place to encourage children to be in school, including attendance meetings with parents to offer support. Unauthorised attendance will be managed in line with the school's procedures.
All disadvantaged children will access the full range of activities and opportunities on offer regardless of their background or personal circumstances.	Children will enjoy a rich and fulfilling curriculum. Children will take part in trips as well as the extended curriculum. Children will access after school activities, if desired.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Training on Social and emotional learning and interventions	Social and emotional learning approaches have a positive impact in academic outcomes. (EEF +3 months) Improving Social and Emotional Learning in Primary Schools EEF	1
Reading comprehension strategies and resources	Early identification of ongoing reading needs (including bottom 20%). Daily reading activities including 1:1 reading, small group guided reading as well as whole class guided reading activities using literacy shed activities i.e DADWAVERS. (EEF +3 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Reading comprehension strategies EEF teaching reading comprehension strategies in key stages 1 and 2.pdf	2
Reading assessments purchased and results analysed.	Regular opportunities to practice answering questions for pupils. The results are then analysed and trends are identified and sessions are planned to close these gaps.	2
Highlight to children through assemblies the impact of positive attendance	Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation	3
Monitor whole-school and groups of children's attendance data and work with families and outside agencies to meet targets	Highlight importance of attendance on school correspondence. Reward system for improved and high attendance. Forming positive relationships with all families and appropriate agencies. Attendance meetings to support to improve individual attendance. Close working relationships with attendance officer at DCC. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf	3

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

Budgeted cost: £780

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Intervention timetable planned to deliver SEMH interventions in small groups / individual basis.	Social and emotional learning EEF	1
Intervention timetable planned to deliver catch up /closing the gap teaching in small groups / individual basis.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Small group tuition EEF (educationendowmentfoundation.org.uk)	2
TA delivering small-scale intervention little and often to allow them to close gaps and make accelerated progress for phonics and reading/ reading comprehension skills	Targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. <i>'If children cannot read, they will not be able to access the curriculum and will be disadvantaged for life.'</i> Ofsted. (EEF +4 months) Research for education inspection framework (publishing.service.gov.uk)	2

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

Budgeted cost: £740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club/After-school club subsidies	To encourage and enable punctuality and increased attendance. Department for Education (publishing.service.gov.uk)	3&4
School trips including residential will be discounted for pupil premium children.	All children to offered the same range of experiences for the wider curriculum and supported to access them. https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Department for Education (publishing.service.gov.uk)	4
Active 30 – We have pledged to complete at least 30 minutes of physical activity per	Lots of research available about the benefits of physical health and its impact on attainment and mental wellbeing. https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-	1

day. Teaching Assistant employed to enhance curriculum and after-school club provision.	health-education/physical-health-and-mental-wellbeing-primary-and-secondary	
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Total budgeted cost: £3030

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We did not have any disadvantaged children in last year's cohorts who undertook external examinations.

The attendance of disadvantaged pupils was 74% for last year.

Little Wandle phonics training and NCTEM maths CPD spends from the previous year aren't repeated this year because our phonics and maths are strengths in school and outcomes for children, including our disadvantaged children are strong.

All disadvantaged pupils accessed all educational visits and 66% access breakfast and / or after school clubs.

Externally provided programmes

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

Programme	Provider
PSHE Association resources and SOW	PSHE Association
Phonics	Little Wandle
Assessments	NfER
Speech and Language	Wellcomm

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***

NA

The impact of that spending on service pupil premium eligible pupils

NA

Further information

We are a small rural school and our greatest strength is that we know our children and their specific needs extremely well so can tailor the curriculum to their needs. This results in all children feeling that they have a strong relationship with staff and they are able to work and play confidently within school.