

Bookwell Primary School Pupil premium strategy statement



This statement details our school's use of pupil premium for the 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bookwell Primary
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-26
Date this statement was published	16/12/25
Date on which it will be reviewed	November 2026
Statement authorised by	Russell Hardy
Pupil premium lead	Shona Wolfenden
Governor / Trustee lead	Stuart Humphries

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,510
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	£49,510

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Using our knowledge of the children and their starting points, alongside evidence-based research from the EEF, we prioritised the following:

- Quality first teaching for all pupils
- Interventions to accelerate progress towards age related expectations
- A focus on improving speech and language attainment in the Early Years
- Making access to music lessons, wrap around care, visits and residential free for disadvantaged children
- The mental well-being of all pupils
- Ensuring children are not disadvantaged by a lack of hardware/software for homework
- Attendance

Challenges

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

Challenge number	Detail of challenge
1	On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	Children typically enter Bookwell Primary School with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities
3	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a ‘cultural capital’ disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
4	Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Some disadvantaged children arrive in school not ready to learn due to difficulties at home.

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
Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths.	PP children in school achieve at least as well as PP nationally and within 10% of all pupils nationally.
Improve the oral language skills of children in EYFS	Pupils eligible for PP make accelerated progress
Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.
Children are supported to deal with issues which may affect their ability to work to their fullest potential. Mental health is improved.	Children 'score' their mental well-being higher than their starting points

Activity in this academic year

This details how we intend to spend our pupil premium **in 2025-26** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for all Quality INSET/CPD and sharing good practice to ensure there is quality first teaching for all. New literacy scheme – Literacy Tree – Oracy inset in Sep 25. Continued CPD for Effective Maths with termly visit from Greg Wallace. Continued engagement with Little Wandle Champion school – Fairfield Cockermouth. Inset for PE coaching for SEND Pupils.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes.	1 and 2

<p>Ensure that both formative and summative assessment enables teachers to understand what children know and plan for next steps/plug gaps</p> <p>Rigorous monitoring of pupil progress</p>		
---	--	--

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing number of available staff to support in-class QFT and to deliver targeted interventions.</p> <p>Part-time STA to deliver Keep Up Little Wandle sessions throughout the morning.</p> <p>To strengthen language and vocabulary development</p> <p>Communication interventions- NELI</p> <p>Speech and language therapist supports STA to plan and deliver speech interventions.</p>	<p>EEF – oral language interventions consistently show positive impact on learning. Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months</p>	1 and 2
<p><i>Small group interventions led by class TAs</i></p> <p><i>CUSP spelling</i></p> <p><i>Lexia</i></p> <p><i>Effective Maths</i></p> <p><i>Little Wandle</i></p> <p><i>Spelling Frame</i></p>	<p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Individualised instruction = + 4 months One-to-one tuition = +5 months Small group tuition = +4 months Teaching assistant Interventions = +4 month</p>	1 and 2

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

Budgeted cost: £ 21,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on mental wellbeing for disadvantaged pupils to ensure children are 'ready to learn' at key transition points.</p> <p>ELSA/ MHFA training for teaching support staff. Use of a trained ELSA to provide emotional literacy, play therapy and time to talk for targeted children. Releasing this STA to carry out these sessions.</p> <p>2 TAs trained in Lego Therapy. Releasing STAs to carry out these interventions.</p> <p>Training 2 TAs in sensory circuits for dysregulated learners. Purchase any equipment required.</p> <p>Additional Lunchtime Supervision to support those who find unstructured times a challenge. Buy in external providers to provide structured outdoor learning for vulnerable pupils – Escape Education</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p>	<p>4</p>
<p>Cultural enrichment accessible as part of the curriculum for all children. Subsidising trips, residentials, clubs, uniform, music lessons, breakfast and afterschool clubs. Cultural capital experiences promoted in the curriculum. Outdoor learning via Forest School.</p>	<p>Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p>	<p>3</p>

Provision of IT hardware to enable PP children to access work from home and complete homework		3
---	--	---

Total budgeted cost: £ 49,510

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 2022 to 2023 academic year.

Outcome	Impact
Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths.	Using STAs to deliver structured interventions in phonics has led to an increase in the number of children completing phase 5 by the end of Year 1. Disadvantaged learners made better than expected progress in their reading, writing and maths over the year. Our phonics screening check result was 82%.
Improve the oral language skills of children in EYFS	Use of NELI, SALT support and small group work has improved the language skills of disadvantaged learners.
Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school.	Visits including residential paid for for disadvantaged children. Wraparound care provided. Extra forest school sessions. Music lessons, instruments, and PE clubs paid for.
Children are supported to deal with issues which may affect their ability to work to their fullest potential. Mental health is improved.	Children demonstrate more emotional resilience. They score their mental health higher at the end of interventions than they did at the beginning. Attendance is improved for disadvantaged learners.

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
Spelling scheme	CUSP
Phonics	Little Wandle
Nuffield early language intervention (NELI)	Nuffield foundation
Learning by questions	LBQ
SATs companion	SATs companion
Lexia Core 5	Lexia

