

Pupil Premium Strategy Statement



This statement details our school's use of Pupil Premium for the 2024 to 2025 academic year to help improve the attainment of all our students.

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	Bowden House School & Bowden Primary School
Number of students in school	37
Proportion (%) of Pupil Premium eligible students	65%
Academic year that our current Pupil Premium strategy plan covers	2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Neil Wells Headteacher
Pupil Premium lead	Tracey Van-Tongeren
Governor	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26210.03
Recovery premium funding allocation this academic year	£3674.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£29884.53

Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. Whilst socio-economic disadvantage is not always the primary challenge our students face, we do see a variance in outcomes across the school, particularly in terms of:

- academic attainment
- progression to further and higher education
- employability
- social opportunities

At the heart of our approach is high-quality teaching supported through a trauma-informed programme designed to meet the holistic needs of our students. We integrate Speech & Language Therapy to enable students to fully access the curriculum and improve their literacy skills across academic and social contexts.

We recognise that all our students experience disadvantage, often compounded by adverse childhood experiences (ACEs) and trauma, which affect their ability to engage with education and form positive relationships. Our trauma-informed approach ensures that all interventions are grounded in an understanding of the impact of trauma and prioritise safety, trust, and empowerment.

This approach is complemented by robust diagnostic assessments to identify specific needs, helping students access a broad and balanced curriculum and widening their literacy skills, including vocabulary, reading, and communication. Speech & Language Therapy benefits all our students, who are disadvantaged by barriers such as poor school attendance, limited social skills, lack of academic and social progress, and SEMH difficulties.

We are committed to supporting the development of our students' independent life and social skills through a combination of tailored interventions, opportunities for work experience, and comprehensive careers and further education guidance. This holistic approach not only supports academic success but also nurtures emotional well-being, resilience, and readiness for life beyond school.

Challenges

This details the key challenges to achievement that we have identified among our student cohort.

Challenge number	Detail of challenge
1	Our assessments show that our students need considerable, on-going support to aid progress throughout their school career. Whilst the types of barriers to learning and the difficulties our students experience vary, their overall academic progress tends to be lower in some subjects compared to their peer group in mainstream settings.

2	Our assessments and observations of our students show that our students are generally more likely to have language comprehension difficulties compared to students in other educational settings.
3	Our assessments and observations of our students show that they generally have greater challenges around communicating and expressing their needs than their peers in mainstream settings, including non-verbal, limited language and social interaction difficulties.
4	Many of our students have experienced adverse childhood experiences (ACEs) and trauma, which impact their ability to regulate emotions, form trusting relationships, and engage in learning. These challenges require a trauma-informed approach to create safe and supportive environments for learning and growth.
5	Through observations of students and their families, we find that our they generally have fewer opportunities to develop cultural capital outside of school.
6	Our assessments and observations of our students indicate that they often require additional support to develop their confidence and personal skills, e.g., independent travel.
7	Our assessments, observations and discussions with students and families demonstrate that the education, wellbeing and wider aspects of development of many of our students are improved by this additional funding

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
Improved language comprehension for our students so that they can independently comprehend subject-specific texts with challenging terminology.	Assessments of students' language comprehension show measurable improvements in word power, expression, and comprehension, alongside reduced levels of task-related stress or avoidance.
A new Reading Policy outlines a whole school approach to engage students in the joy of reading and extend their interests in a wide range of books	Regular reviews and observations
Our students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Observations and discussions with students and their families indicate increased confidence, greater participation in community activities, and improved resilience in handling social situations.

Our students feel emotionally and practically prepared for career progression and/or further education opportunities through trauma-informed mentoring, college attendance, and work experience.	All students access tailored work experience opportunities (internal and/or external), receive careers mentoring, and demonstrate confidence in transitioning to further education or employment
Students benefit from a trauma-informed school environment that prioritises their emotional safety and wellbeing, enabling them to fully engage in learning and personal development.	Regular student feedback, attendance records, and wellbeing surveys demonstrate improved emotional safety, engagement in lessons, and overall satisfaction with the school experience.

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

Budgeted cost: **£14942.27**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist (SALT) across both schools, including a literacy programme embedded within a trauma-informed, whole-school approach to developing language and communication skills.	Bowden House School employs a SALT (3 days a week) who conducts initial assessments for every student upon admission. The SALT designs individualised speech and language therapy programmes and delivers a cross-curricular literacy programme. In addition, a whole-school Oracy programme is being embedded to improve students' communication and interaction skills through structured speaking and listening activities tied to the behaviour-for-learning framework in every lesson. The SALT service also extends to Bowden Primary School. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 3 and 4
Within the literacy programme, every student receives regular sessions on language comprehension using a trauma-informed, cross-curricular approach.	Understanding the meaning of a text requires a combination of word recognition and language skills. This approach integrates emotional safety considerations to reduce anxiety and foster confidence in students during literacy tasks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	2, 3, and 5

	toolkit/reading-comprehension-strategies	
Trauma-informed mentoring and well-being support programmes to build emotional resilience and independent skills.	Evidence shows that trauma-informed mentoring improves emotional regulation, builds trust, and enhances students' readiness for learning and personal development. Regular sessions focus on fostering resilience and preparing students for adulthood. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4, 5, and 6
Structured career mentoring, work experience opportunities, and further education guidance delivered within a trauma-informed framework.	Research indicates that providing practical experience, combined with emotional support, better prepares students for transitions to employment or further education. Activities are tailored to individual needs and interests. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	5 and 6
Developing trauma-informed classrooms to remove barriers to learning, alongside staff CPD on trauma-informed teaching approaches.	Developing trauma-informed classrooms to remove barriers to learning, alongside staff CPD on trauma-informed teaching approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/professional-development	1, 2, 3, and 4
Ongoing CPD for staff on trauma-informed approaches to teaching and behaviour management.	Evidence highlights that equipping staff with strategies to recognise and respond to trauma-related behaviours improves student outcomes, builds stronger relationships, and reduces barriers to learning caused by trauma. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/professional-development	7

Targeted support for work experience opportunities

Budgeted cost: **£7471.13**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a cross-curricular approach to careers leading to external work experience	Careers Day planned for 2025 attended by external providers https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/careers-education	4

External work experience – exploring a range of local volunteering options	Learning how to work with others; follow instructions and engage with members of the public https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Partnerships with local businesses to provide diverse work experience opportunities.	Collaborations include half-termly placements at Morrisons, a local bike hire shop, an aquarium shop, and a village hall café. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	6

Targeted academic support – 1:1 and structured interventions

Budgeted cost: £7471.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 support for all students when required.	Flexible, needs-based interventions tailored to individual students ensure they receive timely support to address specific academic and emotional challenges. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3, and 5
Support from the Highly Specialist CAMHS Practitioner.	Assessments, including risk assessments, particularly for new/younger students, to help them settle into school life. Self-referrals or referrals from staff and families are accepted. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	7
Emotional Literacy Support Assistant (ELSA) offering 1:1 support for students.	Evidence shows that ELSA interventions help students develop emotional resilience, self-regulation, and confidence, reducing barriers to academic and social engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 4, 5, and 7
1:1 phonics course for older students with poor literacy skills.	Research highlights the importance of tailored phonics programmes in improving literacy levels for students who struggle with foundational reading skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 and 3

Online 1:1 support package for students with dyscalculia.	Evidence supports the use of specialised online interventions to address specific learning difficulties like dyscalculia, improving numeracy skills and confidence in maths tasks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/digital-technology	1 and 3
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Total budgeted cost: £ 29884.53

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 students in the 2023 to 2024 academic year.

The Pupil Premium funding has enabled Bowden House School to provide additional targeted interventions and support, significantly benefiting our most vulnerable students. Here are the outcomes of key activities and their impact on student progress and development:

1. Nurture Support and 1:1 Interventions

The provision of nurture support and 1:1 targeted interventions both in and out of the classroom has proven to be highly effective, particularly for our younger students. These tailored approaches have:

- Supported students in developing foundational skills, enabling them to engage more confidently in class activities.
- Improved social development, fostering better peer interactions and emotional regulation.
- Enhanced academic progress by addressing specific barriers to learning in a supportive and personalised way.

Impact: Younger students are demonstrating greater independence, improved emotional resilience, and stronger academic engagement.

2. Speech & Language Therapy

The continued delivery of Speech & Language Therapy (SALT) across both schools remains invaluable in supporting students' communication and literacy development. This programme has:

- Increased student confidence in reading, particularly through improvements in vocabulary and comprehension (word power).
- Strengthened students' ability to express themselves clearly and effectively, both in academic settings and social interactions.
- Provided structured interventions that ensure long-term gains in language comprehension and communication skills.

Impact: Students report feeling more confident in participating in discussions and engaging with challenging texts. This has led to noticeable improvements in literacy-based assessments and overall classroom engagement.

3. Phonics Programme

The introduction of a phonics programme last academic year has been instrumental in supporting older students with gaps in their literacy skills. The structured, tailored approach has:

- Improved basic reading and decoding skills for students with literacy challenges.
- Boosted students' confidence in tackling reading tasks independently.

Impact: Students who participated in the phonics programme demonstrated measurable improvements in reading fluency and comprehension. Teachers noted increased participation in literacy lessons and a reduction in anxiety around reading tasks.

4. Emotional Literacy Support Assistant (ELSA)

The addition of an Emotional Literacy Support Assistant (ELSA) from the summer term has had a significant impact on students' emotional and social wellbeing. The ELSA programme has:

- Helped students develop essential emotional regulation skills, enabling them to manage stress and anxiety more effectively.
- Supported students in addressing personal challenges through 1:1 sessions, which have fostered trust and confidence.
- Improved overall behaviour and classroom dynamics, with students feeling more equipped to handle social and academic pressures.

Impact: Feedback from students and families has been overwhelmingly positive, with students demonstrating improved emotional resilience, better peer relationships, and increased motivation to engage in learning.

Overall Impact

The combined efforts funded by the Pupil Premium have created a more inclusive and supportive learning environment, ensuring that our most vulnerable students receive the targeted support they need to succeed. The integration of nurture support, SALT, phonics, and ELSA has resulted in:

- **Improved academic progress** across literacy and communication domains.
- **Enhanced social and emotional development**, building students' readiness for learning and resilience in overcoming challenges.
- **Increased confidence and independence**, preparing students for future education and life beyond school.

Bowden House School remains committed to ensuring that all students, regardless of their starting point, can achieve their full potential through carefully designed interventions and a trauma-informed approach.