



# Pupil Premium Strategy Statement

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

## School overview

Detail	Data
School name	Bowman Academy
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	PP – 51.6% (32 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26 to 2026/2027
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Toby Ellis Headteacher
Pupil Premium Lead	Amy Large, Assistant Headteacher
Local School Board Lead	Becky Driver

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,401.68
Recovery premium funding allocation this academic year	N/A
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	£32,401.68

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Bowman Academy, we are committed to supporting all pupils to achieve their full potential, regardless of their background or starting point. As a specialist SEMH provision, the majority of our pupils present with Social, Emotional and Mental Health needs, often alongside additional barriers related to disadvantage. Our Pupil Premium strategy is carefully designed to address these complexities, ensuring equitable access to education, support, and opportunity for all.

The provision outlined in this strategy reflects our belief that the needs of disadvantaged pupils are best met through a holistic approach that supports both academic progress and personal development. Importantly, our strategies benefit all pupils, recognising that many face overlapping challenges irrespective of Pupil Premium eligibility.

### **Individualised Approach**

At Bowman Academy, we take a highly personalised approach to understanding each pupil's needs. We do not rely solely on prior data or generic interventions; instead, we develop a clear and current picture of every individual, enabling us to adapt provision accordingly.

Positive, consistent relationships are at the heart of our practice. All staff work proactively to build trust and stability, recognising that strong relationships are fundamental to engagement and progress in an SEMH setting.

Attendance, engagement, and intervention impact are closely monitored on an individual basis, ensuring that:

- Barriers to learning are identified early
- Provision is responsive and targeted
- Strategies are adapted swiftly where needed

Our dedicated staff are highly trained in SEMH practice and deliver bespoke, evidence-informed support tailored to the needs of each pupil.

## **Academic and Holistic Outcomes**

Our ambition is for all pupils to make at least expected progress in line with their individualised targets, particularly in core subjects such as English, mathematics, science, and PSHE.

We achieve this through:

- High-quality, adaptive teaching that meets SEMH and learning needs
- Structured interventions to address gaps in literacy and numeracy
- A curriculum that integrates academic learning with personal development

We place equal importance on pupils' social, emotional, and behavioural development, recognising that these are critical foundations for sustained academic success.

## **Pastoral and Therapeutic Support**

Supporting pupils' emotional wellbeing is central to our work. Many of our disadvantaged pupils require intensive pastoral input to help them regulate their emotions, manage behaviour, and re-engage with learning.

At Bowman Academy, we provide:

- A strong pastoral system focused on trust, consistency, and care
- Targeted support for mental health and emotional regulation in emotion coaching and Zones of regulation
- Opportunities to develop resilience, confidence, and self-awareness

Our aim is to increase engagement, improve attendance, and reduce the gap in outcomes between disadvantaged pupils and their peers.

## **Inclusive and Supportive Environment**

Through our targeted and thoughtful approach, we are committed to creating an inclusive environment where every pupil feels safe, valued, and respected. We ensure that all pupils, including those who are disadvantaged, can access the full breadth of opportunities available at Bowman Academy.

## **Our Commitment**

At Bowman Academy, we believe that every pupil deserves the opportunity to succeed. Our Pupil Premium strategy reflects our dedication to removing barriers, fostering positive relationships, and enabling all pupils to thrive both academically and personally.

## Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment and significant gaps in learning due to disrupted educational histories.
2	High levels of SEMH need including trauma, anxiety, emotional dysregulation, and low self-esteem.
3	Below-average attendance and persistent absence linked to complex home circumstances and mental health.
4	Limited access to enrichment opportunities that build cultural capital and broaden aspirations.
5	Difficulties with communication, social skills, and building/maintaining positive relationships

## 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.

Academic Achievement	
Intended outcome	Success criteria
Pupils make at least expected progress, in line with their personalised targets in English, Maths and PSHE.	PP pupils will sustain outstanding outcomes in key curriculum areas. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved emotional regulation and wellbeing	Pupils demonstrate improved ability to self-regulate, supported through approaches such as Zones of Regulation and SPOT profiling. This is evidenced by

	reduced incidents, improved behaviour logs, and more positive pupil voice feedback.
Improved engagement with learning	Increased engagement in lessons, with fewer removals from class, improved focus, and greater completion of set tasks over time
Increased participation in enrichment	Enrichment is part of the curriculum offer, through outdoor education as well as individual timetables. This is complimented by educational visits that link to curriculum topics and offered on a termly basis.
Accelerated academic progress	Reduced gaps in reading, writing and maths; progress towards qualification pathways
Improved attendance	Attendance rates for disadvantaged pupils improve, with a sustained reduction in persistent absence. Pupils demonstrate greater consistency in attending and engaging with school routines.
Increased participation in enrichment	Pupils access a broad range of enrichment through outdoor education, curriculum-linked activities, and personalised timetables. Educational visits are planned termly to enhance curriculum learning
Increased uptake of wider experience	Disadvantaged pupils participate in trips, extracurricular activities, and cultural experiences at a higher rate, contributing to improved confidence, engagement, and personal development.

## Activity in this academic year (2025/26)

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: £25,401.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum and Teaching Interventions	Read Write Inc and Fresh Start are structured, systematic phonics programmes with strong evidence for accelerating reading progress, particularly for disadvantaged and lower-attaining pupils. Handwriting programmes support writing fluency, transcription and stamina, reducing cognitive load and enabling pupils to focus on composition. Star Maths, Freckle Maths and Times Tables Rock Stars provide adaptive practice and retrieval opportunities, supporting fluency and addressing gaps in number knowledge.	1,2,3,4
Emotional Regulation Support	Zones of Regulation supports pupils in identifying emotions, developing self-regulation strategies and improving engagement and behaviour for learning. Staff CPD ensures consistent language and approaches across the school. Emotion coaching supports pupils' emotional literacy, reduces behaviour incidents and strengthens adult-pupil relationships through co-regulation.	2,3,4,5
Physical and Sensory Interventions	Swim 25 supports statutory requirements and ensures pupils leave KS2 with essential life skills. Physical activity interventions such as Bikeability improve confidence, coordination and inde-	4,5

	pendence. Sensory-based approaches support self-regulation, reduce anxiety and improve readiness to learn.	
Targeted Therapies	Bespoke reintegration timetables support successful return to school following absence or emotionally based school avoidance. Therapies such as Therabuild, Art Therapy, Occupational Therapy, Speech and Language Therapy and counselling address individual barriers to learning, communication and emotional wellbeing.	1, 2, 4, 5

### Wider Strategies (for example, wellbeing, attendance, behaviour)

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised the cost of wider curriculum experiences and trips	At Bowman Academy, we recognise that many disadvantaged pupils have limited access to enrichment opportunities outside of school. By subsidising trips, visits and external visitors, we ensure all pupils can engage in meaningful curriculum-linked experiences. These opportunities build cultural capital, broaden pupils' understanding of the world, and increase engagement and aspiration. This approach is supported by the EEF guidance on behaviour and social and emotional learning.	3,4,5,
Provision of a subsidised Breakfast Club and morning nutrition	Providing access to a consistent, nutritious breakfast supports pupils to begin the school day in a calm and settled manner. In an SEMH setting, this is particularly important in establishing routine, reducing anxiety, and improving	1,2,3,4,

	<p>readiness to learn. Evidence shows that pupils who access breakfast provision demonstrate improved attendance, behaviour, and engagement in learning.</p>	
<p>Outdoor curriculum and enrichment provision</p>	<p>Outdoor learning is a central element of provision at Bowman Academy. It supports pupils to develop resilience, teamwork, independence, and decision-making skills, all of which are key for pupils with SEMH needs. Participation in outdoor education enhances emotional regulation and engagement, supporting both well-being and learning outcomes. This is aligned with EEF guidance on social and emotional learning.</p>	<p>1, 5</p>

## 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 2025 to 2026 academic year.

Current data shows the following regarding pupils who met their end of year targets:		
<b>Reading</b>		
	Percentage of PP pupils that made at least expected progress (number of pupils)	Percentage of non-PP pupils that made at least expected progress (number of pupils)
KS1	50 (2)	50 (2)
KS2	92% (11)	95% (18)
KS3	95% (20)	100% (4)
<b>Formal</b>		
	Percentage of PP pupils that made at least expected progress	Percentage of non-PP pupils that made at least expected progress
English –Overall	81% (25)	74% (14)
Maths Overall	84% (26)	89% (17)
<b>Semi-Formal</b>		
	Percentage of PP pupils that made at least expected progress	Percentage of non-PP pupils that made at least expected progress
English –Overall	100% (5)	100% (5)
Maths Overall	100% (5)	100% (5)

