Pupil Premium Strategy Statement

This statement provides the 2026–2027 annual update to our Pupil Premium strategy and reviews the impact of Pupil Premium funding in 2025–2026.

It sets out our priorities for disadvantaged pupils, planned spending for the current academic year and an evaluation of outcomes in the previous academic year.

School overview

Detail	Data
School name	**Bowden House School and Bowden Primary School**
Number of pupils in school	40 pupils on roll
Proportion of pupils eligible for pupil premium	28 of 40 pupils PP eligible = 70%
Strategy period	2025–2028 (annual update: 2026–27)
Date published	November 2026
Review date	Autumn 2027
Statement authorised by	Neil Wells, Headteacher
Pupil premium lead	Tracey Russell
Governor lead	Manny Lawal

Funding overview

Detail	Amount
Confirmed pupil premium allocation for 2026–27 (finance verified)	£20,481.01
Other or additional PP funding	£0
Pupil premium carried forward from previous years	£0
Total pupil premium budget for 2026–27	£20,481.01
Total planned spend (Teaching £4,579.01; targeted academic support £3,752.00; wider strategies £12,150.00)	£20,481.01

Pupil premium strategy plan

Statement of intent

Bowden House School is a specialist weekly residential provision for pupils with social, emotional and mental health needs. Our Pupil Premium strategy is designed to improve educational outcomes by addressing the interaction between socio-economic disadvantage, SEND, disrupted education, adverse childhood experiences, communication needs and barriers to attendance, engagement and learning.
Our approach is needs-led rather than label-led. We recognise that disadvantaged pupils may experience overlapping barriers to learning and therefore use diagnostic assessment, professional knowledge and pupil-level information to identify individual need and determine appropriate support.

A relational and trauma-informed approach underpins practice across the school. Staff seek to understand how pupils' previous experiences, emotional regulation, communication needs and relationships can affect their readiness to learn. Consistent relationships, predictable routines, appropriate regulation support and emotionally safe learning environments are used to help pupils engage successfully with education.

Developing speech, language, communication and oracy is also a whole-school priority. Speech and language approaches are integrated across the curriculum, with staff supporting pupils to develop vocabulary, listening, spoken language, communication and confidence. Specialist speech and language input is used alongside whole-school practice and targeted intervention where individual pupils require additional support.

Pupil Premium funding is directed towards high-quality teaching, targeted academic support and wider strategies that help pupils attend, belong, communicate, engage and succeed. Whole-school approaches may benefit pupils who are not eligible for Pupil Premium where they address a clearly identified need; however, the progress, participation and outcomes of disadvantaged pupils remain the central measure of impact.

Five priorities guide the 2026–27 strategy:

- Improve literacy, language comprehension, communication and oracy, enabling pupils to access learning across the curriculum.
- Close individual gaps in learning through diagnostic assessment and structured one-to-one or small-group support.
- Strengthen attendance, engagement, emotional regulation, positive relationships and readiness to learn through relational and trauma-informed practice.
- Build independence, employability and successful transition to further education, training or employment.
- Broaden cultural capital and provide equitable access to enrichment, technology, specialist resources and the wider community.

Implementation and impact will be reviewed at least termly through pupil-level progress information, attendance and engagement data, intervention records, pupil and family voice, EHCP outcomes, qualifications and destination information. The implementation of whole-school

approaches, including communication and oracy strategies and trauma-informed practice, will also be monitored to ensure that they are embedded consistently and are addressing identified barriers.

Challenges

The following challenges have been identified among our disadvantaged pupils.

No.	Barrier to Learning	Detail of challenge
1	Gaps in academic attainment	Many disadvantaged pupils enter with disrupted educational histories, gaps in prior learning or attainment below age-related expectations. Progress varies across subjects and requires accurate baselines, adaptive teaching and regular review.
2	Literacy and communication difficulties	Language comprehension, vocabulary, literacy and speech, language and communication needs can restrict access to subject content and the ability to demonstrate knowledge.
3	SEMH, emotional regulation and engagement	SEMH needs, adverse childhood experiences, trauma, emotional dysregulation and difficulties expressing need can affect relationships, behaviour, attendance, engagement and readiness to learn.
4	Complex SEND and specialist support needs	Some pupils require additional academic, therapeutic or specialist assessment and intervention, including SALT, CAMHS, educational psychology, phonics, numeracy and assistive technology support.
5	Limited access to enrichment and resources	Some disadvantaged pupils have fewer opportunities to develop cultural capital, participate in enrichment, use suitable technology or access equipment and clothing needed for full participation.
6	Independence and preparation for adulthood	Pupils may need structured support to develop independence, travel skills, work-related learning, careers awareness and confidence in transition to post-16 education, training or employment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (2025–2028) and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment and progress from individual starting points, particularly in literacy and mathematics, through a personalised Stage-Not-Age curriculum.	Baseline, termly and end-of-year assessments demonstrate measurable progress against individual curriculum stages and Success Indicators, recorded through VIEW. Disadvantaged pupils achieve their personalised learning targets, and gaps identified through diagnostic assessment reduce over time. Progress is evaluated against individual starting points and compared with non-disadvantaged pupils where appropriate.
Improved language comprehension, vocabulary, reading, oracy and expressive communication.	Annual reading assessments, targeted intervention reviews, SALT measures, EHCP outcomes and relevant VIEW Success Indicators demonstrate progress from individual starting points; pupil participation and confidence in language-rich tasks improve.
Improved attendance, engagement and readiness to learn.	Individual attendance improves from baseline where attendance is a barrier; persistent absence and lesson non-engagement reduce; behaviour, wellbeing and intervention records show improved regulation and participation.
Greater emotional resilience, confidence and capacity to seek and accept support.	Pupil voice, family feedback, ELSA and mentoring reviews, appropriate CAMHS intervention outcomes and school observations demonstrate progress towards individual wellbeing and EHCP targets. Pupils show improved emotional awareness, regulation, confidence, relationships and ability to access support when needed.
Greater independence and successful preparation for adulthood.	Eligible pupils access appropriate careers education, work-related learning and transition support; pupils demonstrate progress in independence and travel skills; intended post-16 destinations are secured.
Equitable participation in enrichment and the wider curriculum.	Disadvantaged pupils participate in trips, music, sport, cultural activities and curriculum opportunities at rates appropriate to their needs; lack of equipment, clothing or technology does not prevent access.

Activity in 2026–2027

Teaching: high-quality teaching, assessment and staff development

PP-funded amount: £4548.38

Activity	Evidence and rationale	Challenges
Whole-school SALT-informed communication and oracy provision, including assessment, individual programmes, specialist support and strategies embedded across the curriculum.	Evidence supports oral-language interventions, including vocabulary development, structured discussion and speaking and listening activities. Specialist assessment and targeted support help identify and address communication barriers affecting curriculum access and participation.	1, 2, 4
Stage-Not-Age curriculum and Success Indicators. Delivery of a personalised curriculum based on individual starting points, with differentiated learning objectives, structured progression and Success Indicators recorded and monitored through VIEW.	Diagnostic assessment and clearly sequenced learning enable teaching to be matched to individual needs. Regular assessment against Success Indicators supports the identification of learning gaps, responsive teaching and measurement of individual progress.	1, 2, 4
CPD and coaching in trauma-informed, relational and SEND-responsive teaching. Training includes understanding barriers to learning, adverse childhood experiences, emotional regulation, adaptive teaching, behaviour for learning, communication needs and effective use of assistive technology.	High-quality teaching and effective professional development are central to improving outcomes for disadvantaged pupils. Training and coaching support consistent classroom practice, positive relationships, appropriate adaptations and improved access to learning. Impact will be evaluated through classroom observations, staff development reviews and pupil engagement and progress information.	1–5
Annual reading assessments to identify starting points, monitor progress and inform classroom planning and targeted support.	Regular, comparable reading measures identify decoding, fluency and comprehension needs, inform teaching and allow disadvantaged pupils' progress to be evaluated over time.	1, 2, 4
Reading Everywhere – whole-school reading initiative. Reading is embedded across curriculum subjects and wider school provision, providing regular opportunities to develop vocabulary, reading fluency,	Evidence supports explicit reading comprehension strategies and opportunities to apply these across curriculum subjects. Impact is monitored through reading assessments, pupil participation, classroom observations and	1, 2, 4

Activity	Evidence and rationale	Challenges
comprehension and engagement with texts.	progress against relevant curriculum Success Indicators.	
Educational psychologist: staff CPD and consultation to strengthen understanding of learning and SEMH needs, classroom adaptations and trauma-informed practice; approximately 16 days of total commissioned provision shared with individual assessment.	Specialist advice and professional development inform teaching adjustments. Monitor recommendations implemented, staff feedback, classroom practice and pupil engagement. Attribute CPD and assessment expenditure separately.	1–4

Targeted academic support

PP-funded amount: £3752.62

Activity	Evidence and rationale	Challenges
Structured one-to-one and small-group literacy and numeracy support, linked to classroom teaching and based on diagnostic assessment.	EEF reports positive average effects for one-to-one and small-group tuition, particularly where support is targeted to specific needs and delivered by trained staff.	1, 2, 4
Targeted phonics and reading programmes for older pupils with identified gaps in decoding, fluency or comprehension, informed by annual reading assessment and intervention baselines.	Systematic, accurately assessed intervention addresses foundational barriers that restrict access across the curriculum. Progress should be monitored through standardised and curriculum measures.	1, 2
Specialist support and resources for identified needs, including dyscalculia provision, reading pens, laptops, assistive technology and access arrangements where appropriate.	Individualised tools should be selected through assessment and used to improve independent access rather than replace high-quality teaching.	1, 2, 4
Educational Psychologist: targeted assessment and specialist advice for individual pupils where required.	Record referral reason, recommendations, implementation and follow-up against agreed learning outcomes.	1, 2, 4

Wider strategies: attendance, belonging, wellbeing and preparation for adulthood

PP-funded amount: £12,180

Activity	Evidence and rationale	Challenges
Weekly targeted mentoring, including positive role-model support from Conor, with individual goals focused on emotional regulation, confidence, relationships and engagement in learning.	Targeted mentoring aims to improve social and emotional skills, positive relationships and engagement. Progress will be monitored through individual targets, mentoring reviews, pupil voice, behaviour and engagement records.	3, 4
ELSA and emotional literacy support, including training an additional member of staff during 2026–27 to strengthen the school's capacity to provide targeted emotional support.	Structured social and emotional learning can support pupils in developing emotional awareness, self-regulation, relationships and confidence. Impact will be evaluated through pupil targets, ELSA intervention records, staff observations and pupil feedback. Training completion and subsequent implementation will be monitored.	3, 4
Regular specialist CAMHS practitioner support for identified pupils, including individual therapeutic or mental health interventions, consultation and liaison with school staff where appropriate.	Access to specialist mental health support aims to address emotional and psychological barriers affecting wellbeing, engagement and readiness to learn. Delivery will be monitored through referral and uptake records, appropriate intervention reviews, pupil and family feedback and progress towards agreed outcomes.	3, 4
Attendance and engagement support based on individual barriers, family partnership and regular review.	DfE includes attendance, belonging and success within wider strategies. The evidence base does not support one universal solution; plans should be responsive to individual causes and monitored closely.	3
Careers education, work experience, further-education visits, mentoring, independent travel and preparation for adulthood.	Planned experiences connect learning to future pathways, support transition and develop practical independence. Participation and destination outcomes should be tracked.	5, 6
Weekly KS4 Sports Leaders Award provision through an external tutor; educational visits, cultural activities,	Monitor disadvantaged pupils' participation, completed awards and engagement; record the cost and funding source of each activity. Five pupils	3, 5, 6

Activity	Evidence and rationale	Challenges
uniforms, clothing and removal of practical barriers to participation.	achieved the Sports Leaders Award in 2025–26.	
Weekly sports mentor for selected pupils; targeted social, emotional and engagement goals.	Record attendance at sessions, baseline and review of personal goals, behaviour and pupil voice.	3, 4
Music and creative enrichment, including drumming, guitar, music production and practical media experiences.	Monitor disadvantaged pupils' participation, accreditation, skills development and feedback. Record funding sources separately to avoid double-counting expenditure.	3, 5, 6

Monitoring and evaluation

Area	Evidence	Lead	Review
Academic progress	Baseline, termly and end-of-year assessments; Stage-Not-Age curriculum stages and Success Indicators recorded in VIEW; reading, language and numeracy measures; qualifications.	Pupil premium lead, curriculum leads and teachers	Termly and annual
Attendance and engagement	Attendance by pupil and cohort; persistent absence; lesson engagement; behaviour and intervention records.	Attendance lead and pastoral/education teams	Half-termly
Communication and specialist intervention	SALT outcomes, EHCP outcomes, intervention entry/exit measures, pupil voice and staff observation.	SENCo, SALT and intervention leads	At least termly
Wellbeing and belonging	VIEW SEMH developmental tracking, agreed personal goals, ELSA/mentoring/CAMHS reviews, pupil and family feedback, observed participation and classroom-environment reviews.	Pastoral leads and SENCo	Half-termly/termly
Preparation for adulthood	Careers encounters, work experience, independent travel, transition plans and sustained destinations.	Careers lead and key staff	Termly and at transition

Area	Evidence	Lead	Review
Value for money	Actual spend against budget, reach, fidelity of delivery and evidence of impact; continuation, adaptation or cessation decision.	Pupil premium lead, headteacher and governor lead	Termly and annual

Externally provided programmes – 2026–2027

Programme	Provider
KS4 Sports Leaders Award – weekly sports leadership and accreditation opportunities.	External Sports Leaders tutor J & C Coaching
Sports mentoring – weekly physical activity, confidence, wellbeing and engagement support.	External mentor Reset Minds – Conor Mandelson

The two programmes above are continuing this academic year.

Part B: Review of the previous academic year (2025–26)

Outcomes for disadvantaged pupils (with whole-school measures identified where PP-only data are unavailable)

Priority and evidence used	Impact, evaluation and next steps
Academic attainment and progress Evidence used: Compared baseline and end-of-year progress in English/literacy, mathematics and the wider curriculum.	Impact and evaluation: The school's summer 2026 examination outcomes provide evidence of achievement among disadvantaged pupils across GCSE and IGCSE subjects. Three confirmed Pupil Premium pupils achieved 17 subject results between them. Seven results were classified as equivalent to grades 4–9 for internal analysis; this is not a nationally standardised GCSE/IGCSE conversion. Performance against individual stage-not-age targets was encouraging. Of the 17 subject results, six exceeded their targets and seven met them, meaning 13 of 17 results (76.5%) met or exceeded individual expectations. Particular strengths were demonstrated in creative and practical subjects, including Art and PE. The results also showed individual achievement in mathematics and science. However, outcomes varied between pupils and subjects. English, mathematics and science remain important areas for continued targeted academic support, particularly where pupils did not achieve their individual targets.
Overall Evaluation: The examination results demonstrate positive outcomes against individual expectations for the majority of entries. The school will continue to prioritise high-quality teaching, diagnostic assessment and targeted intervention to address gaps in learning and improve disadvantaged pupils' attainment.	
SALT, literacy and phonics Evidence used: Reading, spelling and vocabulary age assessments, VIEW Success Indicator progress, SALT intervention records and individual pupil reports.	Impact and evaluation: During 2025–2026, Bowden House continued to prioritise literacy and communication through its Reading Everywhere initiative, targeted reading and phonics support, and specialist speech and language provision. Assessment records demonstrate improvements in reading and spelling ages for a number of pupils, although progress varies according to individual starting points and needs. Teacher reports also identify improvements in reading confidence, comprehension, vocabulary, sentence construction and participation in classroom discussions. Individual progress evidence includes pupils developing greater independence when reading aloud, applying phonics strategies to unfamiliar words, using punctuation more accurately and producing increasingly detailed written responses. Improvements in functional literacy have also been observed across subjects, including pupils reading and following recipes with greater independence. Despite this progress, some pupils continue to experience significant literacy and communication difficulties and require ongoing targeted support, particularly with comprehension, written expression and confidence.

Priority and evidence used	Impact, evaluation and next steps
Overall evaluation: Available assessment data and teacher observations indicate positive literacy and communication outcomes for some pupils. However, the overall impact of individual interventions cannot yet be quantified reliably across the complete disadvantaged cohort. Continued monitoring of reading and spelling ages, communication targets and intervention outcomes will inform provision during 2026–2027.	
Targeted tuition and specialist resources Evidence used: VIEW Success Indicator assessments, individual pupil progress reports, intervention records, specialist assessment recommendations and records of assistive technology provision.	Impact and evaluation: During 2025–2026, Bowden House continued to provide personalised academic support through one-to-one teaching, small-group interventions, adapted learning resources and assistive technology, according to individual pupil needs. Individual pupil reports and VIEW assessment data demonstrate progress in academic attainment, confidence and independence for a number of disadvantaged pupils. Pupils benefited from tasks broken into manageable steps, additional adult guidance, personalised learning activities and opportunities to work in quieter environments. Teacher observations indicate that targeted support enabled some pupils to maintain concentration for longer periods, complete learning activities more independently and demonstrate knowledge that was not always evident in larger group settings. Specialist resources, including laptops, reading pens and other appropriate adjustments, were available to support access to learning and reduce barriers associated with literacy, writing and communication difficulties. Progress was variable, with some pupils continuing to experience difficulties maintaining engagement, managing their emotions and transferring skills into whole-class learning.
Overall evaluation: Individual assessment records and teacher reports provide evidence of positive outcomes for some pupils receiving additional support. However, consistent entry and exit measures are not yet available for all interventions, limiting the school's ability to quantify their overall impact. During 2026–2027, the school will strengthen intervention monitoring using individual starting points, intended outcomes, progress reviews and recorded evidence of achievement.	
Attendance, behaviour and engagement Evidence used: Arbor attendance certificates for 2024–2025 and 2025–2026, Pupil Premium eligibility records, BehaviourWatch chronology exports, individual mentoring records, pupil progress reports and SEMH developmental trackers recorded through VIEW.	Impact and evaluation: During 2025–2026, Bowden House continued to provide individualised attendance, pastoral and behavioural support to address barriers associated with pupils' social, emotional and mental health needs. Support included daily mentoring, personalised timetables, regulation breaks, restorative approaches and positive reinforcement. Analysis of 14 identified disadvantaged secondary pupils showed an overall attendance rate of 76.9%, with seven pupils (50%) persistently absent and two severely absent. For 11 pupils with attendance records in both academic years, attendance decreased from 86.1% in 2024–2025 to 74.0% in 2025–2026. Persistent absence remained a significant challenge. BehaviourWatch records for these 11 pupils showed an increase in recorded poor-attitude/make-up-time incidents from 735 to

Priority and evidence used	Impact, evaluation and next steps
	947, alongside a reduction in positive-handling incidents from 58 to 34. Individual progress reports nevertheless identified improvements for some pupils in emotional regulation, communication, relationships with staff and ability to return to learning following periods of dysregulation. Monitoring social and emotional development: The school uses SEMH developmental trackers within VIEW to monitor pupils' individual progress in areas of social, emotional and behavioural development. These provide an additional measure of progress beyond attendance and behaviour incidents, enabling staff to identify emerging needs, review individual targets and adapt support. Analysis of disadvantaged pupils' SEMH tracker outcomes will strengthen future evaluation of pastoral interventions and emotional development. Trauma-informed learning environments: During 2025–2026, the school completed the development of trauma-informed classroom environments as part of its commitment to providing consistent, supportive and emotionally safe learning spaces. These environments are intended to promote emotional regulation, reduce barriers to engagement and support pupils' readiness to learn. Their impact will be evaluated through pupil and staff feedback, classroom observations, SEMH developmental tracking and engagement information.
Overall evaluation: Although improvements were identified for individual pupils, attendance and recorded behaviour incidents remain significant areas for improvement. During 2026–2027, the school will strengthen its evaluation of individual SEMH progress through VIEW, embed trauma-informed classroom practices and continue targeted attendance, mentoring and therapeutic support. Regular review of attendance, engagement, behaviour and emotional development will inform adjustments to provision for disadvantaged pupils.	
Wellbeing, mentoring and specialist support Evidence used: Social, emotional and developmental assessments; individual pupil progress reports; VIEW Success Indicator records; mentoring records; pastoral observations and intervention records.	Impact and evaluation: During 2025–2026, Bowden House maintained a whole-school, trauma-informed approach to supporting pupils' social, emotional and mental health. All staff contributed to pupils' wellbeing through positive relationships, consistent routines, emotional regulation strategies, restorative conversations and individualised support, both within lessons and throughout the wider school environment. Weekly pupil mentoring provided opportunities for pupils to discuss concerns, develop trusting relationships and receive personalised guidance. Wellbeing support was embedded in everyday school practice rather than relying exclusively on specialist interventions. However, planned specialist provision was affected by staffing difficulties. The CAMHS practitioner was absent for much of the academic year, resulting in no CAMHS interventions being delivered through this provision. ELSA support was also significantly limited, with only a small number of sessions completed and some identified pupils not receiving their planned interventions. Despite these limitations, school-based developmental assessments indicated

Priority and evidence used	Impact, evaluation and next steps
	improvements in social and emotional skills for many pupils. Of 19 pupils assessed between baseline and spring 2026, 15 (79%) demonstrated an improvement in their average developmental score, although these results have not been isolated to Pupil Premium pupils. Individual progress reports also identified improvements for some pupils in emotional awareness, confidence, communication, relationships and willingness to seek adult support. However, progress remained variable, and some pupils continued to experience significant difficulties with emotional regulation, peer relationships and sustained engagement.
Overall evaluation: The school's trauma-informed approach and established pastoral relationships provided continuing support for pupils' wellbeing despite reduced access to specialist services. However, the planned CAMHS and ELSA provision was not delivered in full, limiting the school's ability to evaluate its intended impact. Improvements in developmental assessments cannot be attributed solely to mentoring or other interventions. During 2026–2027, the school will prioritise restoring access to specialist provision, monitoring intervention delivery and evaluating individual outcomes alongside its ongoing whole-school approach to emotional wellbeing.	
Careers, independence and cultural capital Evidence used: Work experience records, Sports Leaders Award results, music qualification outcomes, enrichment participation records, pupil progress reports and Year 11 destination information.	Impact and evaluation: During 2025–2026, Bowden House provided a broad range of vocational, sporting, musical and cultural opportunities to develop pupils' confidence, independence, communication, teamwork and preparation for adulthood. All pupils were offered opportunities to participate in enrichment activities, with provision adapted to individual interests and needs. Participation and achievements included: Work experience: Six pupils participated in work experience opportunities, developing their understanding of workplace expectations and practical employability skills. Sports Leaders Award: Five pupils participated in the programme, supported by dedicated weekly staffing. All five successfully achieved the qualification, representing a 100% pass rate. Magic sessions: Three pupils participated in weekly half-day sessions with a visiting magician, providing opportunities to practise concentration, perseverance, communication and presentation skills. Music qualifications: Two pupils were entered for drum or guitar qualifications, with a further three entered for music production. All five achieved a pass or merit, representing a 100% pass rate. Post-16 destinations: All Year 11 leavers progressed to post-16 college provision, representing a 100% recorded transition rate. These opportunities complemented classroom learning by providing practical experiences through which pupils could develop independence, confidence and skills relevant to further

Priority and evidence used	Impact, evaluation and next steps
	education and employment.
Overall evaluation: Outcomes were positive, particularly in accredited sports and music achievements and progression to post-16 education. The successful completion of qualifications demonstrates achievement beyond traditional academic subjects, while work experience and enrichment provided opportunities to develop personal and employability skills. Although participation and qualification outcomes are evidenced, individual improvements in confidence, independence and employability were not consistently measured. During 2026–2027, the school will continue to provide inclusive enrichment opportunities and strengthen its monitoring of disadvantaged pupils' participation, individual outcomes and sustained post-16 destinations.	

Externally provided programmes – review of 2025–2026

Programme	Provider
KS4 Sports Leaders Award – developing leadership, teamwork, confidence and sporting skills. Five pupils participated and all successfully achieved the award (100% pass rate).	J & C Coaching
Sports mentoring – weekly sessions supporting physical activity, emotional wellbeing, confidence, resilience and engagement.	Reset Minds – Conor Mandelson
Magic enrichment programme – weekly half-day sessions developing concentration, communication, confidence and presentation skills. Three pupils participated.	Visiting Magician

All three activities were funded through Pupil Premium during 2025–2026. Sports Leaders Award provision and sports mentoring are continuing in 2026–2027; the magic enrichment programme has ended.

Service pupil premium funding

Not applicable.