

Bowerham Pupil Premium Strategy Statement 2017-18

To effectively narrow the gap in attainment for children in receipt of Pupil Premium funding, so they are in line with their no- pupil premium peers

We aim to support all eligible pupils to make good progress and overcome barriers to learning through effective programmes of intervention in teaching and learning, enrichment and pastoral provision. Through robust evaluation of pupil standards the funding has been devolved to enhance the provision for pupils with complex needs both pastorally and academically in order to narrow the gap in attainment and progress against non-pupil premium pupils.

1. Summary Information					
School	Bowerham Primary and Nursery school				
Financial Year	2017-18	Total PP budget	£123660	Date of most recent PP Review	Easter 2018
Total number of pupils	455	Number of pupils eligible for PP	FSM 10.2% (47) Ever 6 19.7% (91)	Date for next Strategy Review	Easter 2018

2. Barriers to learning from analysis of needs carried out by the families team
<ul style="list-style-type: none"> • Large families finding it difficult to give each child their individual time and support and access to enrichment and extra activities • Children within the group have identified welfare needs and have been working with agencies such as social care, CAMHS and other emotional support services. • A small minority have attendance and punctuality issues. • Some children within the group have specific learning needs or complex needs which require additional provision both in and out of class. • Issues surrounding age appropriate boundaries and guidance -Sleep deprivation due to poor behaviour expectations and routines • Historical issues surrounding education as a priority • Narrow life experiences and aspirations due financial constraints

Brief description of project / item	Planned expenditure	Impact
<p>Continue to fund post of Children and Families Support team</p> <p>Fund post for an additional member of staff to support the emotional health of pupils in school.</p> <p>Fund extra support in class at the point of need</p>	£112360	<p>To support the Learning mentor with attendance and punctuality. To support families with timely intervention through direct and indirect work.</p> <p>To work with individuals and groups of children on barriers to learning</p> <p>Work with families – as a key worker to provide best outcomes</p> <p>To fill in paperwork and appropriate referrals and intervention.</p> <p>Non class based staff member can react quickly to events and concerns.</p> <p>Attendance continues to improve and the yearly attendance figure is above the national.</p> <p>Attendance for all children improves</p> <p>To support children individually and in small groups with improving emotional literacy and increasing children’s emotional resilience.</p> <p>To provide specific programmes of support to individual pupils who are currently or historically experiences emotionally difficulties that are causing barriers to learning.</p> <p>Children are in an emotionally secure place where they can fully access the curriculum and make expected progress.</p> <p>Work with parents in supporting their child’s emotional health.</p> <p>Timely intervention ensures children meet individual targets of achievement and make good progress</p> <p>Life experiences are broadened and aspirations and life chances and knowledge.</p> <p>To provide support/ challenge in all classes for children at all ability levels.</p> <p>To provide curriculum workshops for parents to inform them of how they can best support their child/ren at home.</p> <p>Support is timely, appropriate and focussed on the children making good progress from their starting points.</p> <p>Support /interventions are monitored and evaluated for effectiveness and progress of the children.</p> <p>Tracking of progress is positive.</p> <p>Fund 8 extra welfare staff</p> <p>Chill zone staffing</p>
Fund cost of Breakfast bar	£250	<p>To ensure children are fed and ready for learning up to lunchtime.</p> <p>Children are focused in lessons and achieve well</p>
Fund nursery fees	£992	To support children and families in giving them a string foundation at the start of their learning journey
Fund trips and schools adventure residential in year 6	£1391 £1750	To support families in ensuring that financial difficulties do not [prevent children from experiencing enhanced learning opportunities and experiences.
Music tuition	£396.	<p>To support 3 children to learn a musical instrument.</p> <p>Children take part in quality arts lessons and achieve well in other subjects.</p>

Taxi	£1634	To support children being at school on time- this has a massive impact on their achievement and being ready to learn
Educational Psychologist	£2475	To support and monitor referrals. To provide clear strategies to support individual children with additional needs to maximise their potential. Support is timely, appropriate and focussed on the children making good progress from their starting points. Referrals to the LA are completed efficiently and support/ interventions received begin sooner rather than later.
Contribution to SEN budget	£400	Staff support for small groups and 1-1 interventions in order to remove barriers to learning in literacy, maths, fine motor skills and social skills Support is timely, appropriate and focussed on the children making good progress from their starting points. Support /interventions are monitored and evaluated for effectiveness and progress of the children.
Additional resources to support the provision map	£1000	To support children to access the curriculum and make progress towards meeting year group expectations/ expected progress.
Development of emotional friendly school	£250	To support the emotional wellbeing of children and families. The emotional wellbeing of the children and families is improved. Children make improved progress in academic work through improved mental health.
Transition	£100	Successful Intensive transition support in both 1:1 and small groups for year 6
Miscellaneous	£506	Providing Uniform, headlice treatment, Christmas presents and other incidentals for families in need. This gives families that otherwise could not afford uniform a sense of belonging and improves attendance by treating children with headlice in school.
Growth Mindset course	£660	Growth Mindset course – to improve attainment and to build aspirations in school. Impact measure through pupil achievement for pupils
Learning to learn approach	0	Each child to identify and reflect on how they learn best, give children the opportunity to ensure they are able to apply these in their lessons.

3. Impact Review

- Individuals receiving transition support to high schools
- Financially supported pupils with leavers hoodies
- Financially supported a family with transportation to and from school
- Financial contribution for a new pupil attending France 17 trip
- 1:1 individual Pastoral support plans
- Support pupils accessing breakfast bar
- Referrals for families to early support services
- Financial support for pupils attending Waddecar
- Supported families to find holiday club activities
- Provided transportation to and from school when appropriate
- Financially supported pupils with uniform
- Financially supported 2 families with transportation to and from school
- Financial contribution for pupil's attending France 18 trip
- 1:1 individual Pastoral support plans for 18 children – slow impact to be seen in all areas of the curriculum including improved concentration and rapid progress towards targets
- Support pupils accessing breakfast bar- enabling children to be ready to learn- improved progress towards targets
- Referrals for families to early support services- impact has seen improved attendance and punctuality
- Supported families to find holiday club activities- long term affect for aspirations for children
- Staff training core practise and mindfulness, this has then been implemented in each class. Impact will be seen next term in improved attainment.
- Small intervention groups for year 1, 2 and 5 for a total of 26 children- pupils feedback and from teachers is improve self confidence in attitudes to learning and as a result small but significant steps are being made to achieve targets personal and national.

4. Overall Data Impact

Summer 17

Attainment/ Progress Report

Date: Summer 2017 **Group:** Pupil Premuim

No in school: 93 (23.25%)

Pupil Premium includes children who are in receipt of a Free School Meal (FSM), Ever 6 (those who have been eligible for FSM in any of the previous 6 years) and Looked After Children (LAC).

21.2% of our children are eligible for a Pupil Premium Grant.

Shows the percentage of children who are working towards the expected standard and beyond (EXS).

Pupil Premium

KS1

YGE	Year 1		Year 2		ALL	
No of pupils	11		15		26	
Reading	8/72	9/82	13/87	14/93	21/81	23/88
Writing	8/72	8/72	13/87	14/93	21/81	22/85
Maths	10/90	8/72	14/93	14/93	24/92	22/85
RWM	6/55		11/87		17/65	

KS2

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	9		19		17		12		56	
Reading	8/89	9/100	14/74	17/90	11/65	17/100	9/75		42/75	
Writing	8/89	7/78	11/58	18/95	11/65	15/88	9/75		38/68	
Maths	8/89	8/89	13/68	16/85	11/65	15/88	8/67		40/71	
RWM	8/89		11/58		11/65		8/67		38/68	

Summary

- 23.25% of our pupils are eligible to receive pupil premium funding and 12. % to receive a free school meal (lower than both the 15% Lancashire and 16% national averages).
- In KS1, at least 65% of pupil premium children are achieving the expected standard in RWM
- Y 1 children are the same children not making progress or NE, 2 also have SEN all have had particularly difficult years in terms of family issues
- Y2 the 2 children who have no gained NE both have SEN, they also have not made their progress targets due to a significant physical decline in both children.
- In KS2 at least two thirds of pupils eligible to receive pupil premium funding are at least working towards the expected standard in reading, writing and mathematics. Writing is the weakest subject especially in year 4 – we have looked at all year groups in KS 2 to ensure that we will make the necessary impact for

those children by the end of Autumn 2017

- Y3 1 child who didn't convert has been on CP for this year and under significant emotional strain. Y4 All children not converting in NE have SEN, again those not achieving personal targets have also had a number of other services in their lives for this year.
- Y5, 5 of the children not achieving NE have SEN, Y6 3 that did not achieve NE 2 only came to use in year 6 and 1 was on a CP and had a significant traumatic year, although was 1 at KS1 in Maths and Writing in any case.
- Progress results are very pleasing, although again writing is the area for focus for the Autumn

Autumn 17 Target groups for FSM children in yr 5 to increase attainment
Case study on Hinchliffe, Haggan, Moore

Attainment / Progress Report

Date: Autumn 2017

Group: Pupil Premium

No in school:

Pupil Premium includes children who are in receipt of a Free School Meal (FSM), Ever 6 (those who have ever been eligible for FSM in any of the previous 6 years) and Looked After Children (LAC).

20.2% of our children are eligible for a Pupil Premium Grant. – ever 6

Shows the percentage of children who are working towards the expected standard and beyond (EXS).

Pupil Premium

KS1

YGE	Year 1		Year 2		ALL	
No of pupils	11		11		22	
Reading	10/91	10/91	6/54	7/63	16/73	16/73
Writing	9/82	9/82	6/54	8/72	15/68	17/77
Maths	9/82	9/82	6/54	5/45	15/68	14/64
RWM	9/82		6/54		15/68	

KS2

YGE	Year 3	Year 4	Year 5	Year 6	ALL
No of pupils	18	10	20	17	65

Reading	13/72	14/78	8/80	100	15/75	100	12/71	16/94	48/74	61/94
Writing	13/72	12/67	7/70	8/80	12/60	100	12/71	15/88	44/68	57/88
Maths	14/78	14/78	7/70	9/90	14/70	17/85	13/76	15/88	47/72	55/85
RWM	13/72		7/70		12/60		12/71		44/68	

Summary

- 20.2% of our pupils are eligible to receive pupil premium funding and 10.5% to receive a free school meal (lower than both the 15% Lancashire and 16% national averages).
- In KS1, at least 68% of pupil premium children are achieving the expected standard in RWM
- Y1 children are the same children who are not making progress or NE, all have had particularly y2 difficult years in terms of family issues
- Y2 – children are not meeting their personal targets and as a result the progress score particularly for maths is low. However, all of these children always struggle in their first term this is due to the fact that they have not had the overlearning opportunities during the summer holidays that the children require daily. They are all only just off their targets and provision is in place as well as a cohort target to ensure they meet targets in the spring term
- KS 2 -68% of children achieved RWM, progress is excellent particularly in year 4 and 5
- Year 3 – 4 not in reading and maths, these children have had significant family trauma and PPG allocation of play therapy funding and intervention. We will see the impact of this in the terms to come
- Year 4 - the two children who have not made progress have again had therapy and PPG intervention allocation, again progress is slow but beginning to gain momentum
- Year 5 2 children have not made the GDS expectation but they will by the end of the year, the other child is just off and currently under a specific support programme pastorally and academically
- Year 6 one child in particular has had a significant family trauma and is currently accessing PPG pastoral therapy. - the other 2 children have 2 have SEN and medical needs and we are currently applying for an EHC plans for one of the children.

Spring 18

Attainment / Progress Report

Date: Spring 2018 Group: Pupil Premium

No in school: 102/21.3

Pupil Premium includes children who are in receipt of a Free School Meal (FSM), Ever 6 (those who have ever been eligible for FSM in any of the previous 6 years) and Looked After Children (LAC).

20.2% of our children are eligible for a Pupil Premium Grant. – ever 6

Shows the percentage of children who are working towards the expected standard and beyond (EXS).

Pupil Premium

KS1

YGE	Year 1	Year 2	ALL
No of pupils	11	11	22

Reading	9/82	10/91	8/88	6/66	17/77	16/73
Writing	9/82	10/91	8/88	6/66	17/77	16/73
Maths	9/82	10/91	8/88	6/66	17/77	16/73
RWM	9/82		8/88		17/77	

KS2

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	18		10		20		21		69	
Reading	14/78	15/83	9/90	100	16/80	18/90	16/76	100	55/80	64/94
Writing	14/78	16/86	7/70	9/90	13/65	18/90	16/76	20/95	50/72	63/92
Maths	17/94	15/83	7/70	9/90	15/75	17/85	16/76	20/95	55/80	61/88
RWM	87/93		70/90		13/65		76/95			

Summary

- 21.3% of our pupils are eligible to receive pupil premium funding and 11.1% to receive a free school meal (lower than both the 15% Lancashire and 16% national averages).
- In KS1, at least 77% of pupil premium children are achieving the expected standard in RWM which is similar to non FSM children. This is good achievement and how's the impact of POG money is narrowing the gap and ensuring the outcomes for children from a disadvantaged backgrounds are not barriers to their learning.
- Progress for KS 1 is also excellent in all subjects.
- Progress across KS2 is also very good with only a 1 or 2 children not on track. Intervention, working together plans and targeted provision will be in place for the summer term to ensure these children reach their individual targets
- Year 6 – 5 children are not achieving year group expectation all of three children are on the SEN register with low cognition and specific learning difficulties
- Writing is a line of enquiry as this is lower than reading and writing across KS2 – whole SIP is a priority to give those children real life experiences and hooks in order to widen their life experiences to support their writing as well as aspirations for success.