Bowerham Pupil Premium Strategy Statement 2018-19

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 if 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.

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| 1. **Summary Information** | | | | | |
| **School** | Bowerham Primary and Nursery school | | | | |
| **Financial Year** | **2018- 19** | **Total PP budget** | £121960 | **Date of most recent PP Review** | 31.01.19 |
| **Total number of pupils** | 415 and  70 in Nursery | **Number of pupils eligible for PP** | FSM  10.2% (47)  Ever 6  19.7% (91) | **Date for next Strategy Review** | March 2019 |

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| 1. **Current Attainment** | | |
| Results KS 2 2018 | Pupils eligible for PP | Pupils not eligible for PP |
| % achieving in RWM, Reading, Writing, Maths | 68 | 90 |
| % achieving in Reading | 79 | 97 |
| % achieving in Writing | 79 | 95 |
| % achieving in Maths | 79 | 90 |

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| 1. **Barriers to learning from analysis of needs carried out by the families team** |
| In school barriers   * Some children within the group have specific learning needs or complex needs which require additional provision both in and out of class. * Historical issues surrounding education as a priority * Narrow life experiences meaning they are unable to access some areas of the curriculum i.e. writing * Vocabulary size in early years – needs increasing to ensuring breadth and narrowing the gap * Reading stamina and diet |
| External Barriers   * A small minority have attendance and punctuality issues. * 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, CFWB service, CAMHS and other emotional support services. * Issues surrounding age appropriate boundaries and guidance -Sleep deprivation due to poor behaviour expectations and routines * Engagement with families who have a number of agencies working with them * Narrow life experiences and aspirations due financial constraints |

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| Planned Expenditure | | | | | |
| Academic Year- 2018 - 2019 | | | | | |
| **Quality of Teaching for all- Pastoral** | | | | | |
| Desired Outcome | Chosen action/approach | What is evidence and rationale for this choice | How will you ensure it is implemented well? | Staff lead | Review |
| To support the Learning mentor with attendance and punctuality.  To support families with timely intervention through direct and indirect work.  To work with individuals and groups of children on barriers to learning  Work with families – as a key worker to provide best outcomes  To fill in paperwork and appropriate referrals and intervention.  Non class based staff member can react quickly to events and concerns.  Attendance continues to improve and the yearly attendance figure is above the national.  Attendance for all children improves  To support children individually and in small groups with improving emotional literacy and increasing children’s emotional resilience.  To provide specific programmes of support to individual pupils who are currently or historically experiences emotionally difficulties that are causing barriers to learning.  Children are in an emotionally secure place where they can fully access the curriculum and make expected progress.  Work with parents in supporting their child’s emotional health.  Timely intervention ensures children meet individual targets of achievement and make good progress  Life experiences are broadened and aspirations and life chances and knowledge.  To provide support/ challenge in all classes for children at all ability levels.  To provide curriculum workshops for parents to inform them of how they can best support their child/ren at home.  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.  Tracking of progress is positive. | To Continue to fund post of Children and Families Support team  Fund post for an additional member of staff to support the emotional health of pupils in school.  Fund extra support in class at the point of need  Fund 8 extra welfare staff  Chill zone staffing | Evidence of the impact of the last four years where PPG children gaps have narrowed year on year | Weekly pastoral meetings  Half termly attendance meetings  Multi agency training  SLT critical friend weekly monitoring  Baseline questionnaire actioned Autumn and reviewed in summer | NJ/JL | Autumn 2018  Spring 2019  Summer 2019 |
| To support children and families in giving them a string foundation at the start of their learning journey | Fund nursery fees in addition to 15 hours universal or year 2 funding | Vocabulary size relates academic success. EYFS is crucial for increasing breadth | Welcomm assessments- referrals to SALT | EYFS | Termly |
| Development of emotional friendly school -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. | Whole school approach re emotions and being safe and ready to learn | Success breeds success and a child has to feel safe and able to know how to access support they need | Monitoring from SLT | SLT | Termly |
| 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. | Learning to learn approach | Children who recognise their best learning approach are able to apply this to make good progress | Audit from autumn  questionnaire and review at summer | Pastoral team SLT | Termly |
| Support children in order for them to feel safe and in the best place to learn. | Embrace- ACE and Trauma informed school | Statistically reducing ACE’s and supporting trauma enables pupils to be emotionally able to fully access learning | Audit and receive support for LCC Embrace lead | NJ/JL | Termly |
| Total budgeted cost | | | | | £114360 |
| **Targeted/intervention Support** | | | | | |
| Desired Outcome | Chosen action/approach | What is evidence and rationale for this choice | How will you ensure it is implemented well? | Staff lead | Review |
| Intervention matches accurately the needs of the pupils to improve achievement | Learning to learn approach -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.  Additional resources to support the provision map  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.  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. | Timely and early intervention means gaps can be narrowed before they get wider | Monitored by SEND team  Support /interventions are monitored and evaluated for effectiveness and progress of the children. | Deputy and RC | termly |
| 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.  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.  To support children to access the curriculum and make progress towards meeting year group expectations/ expected progress. | Educational Psychologist  Contribution to SEN budget  Additional resources to support the provision map | Early support to ensure all needs are met from all agencies | Support /interventions are monitored and evaluated for effectiveness and progress of the children. | SEND team | Termly  Annual reviews |
| Total budgeted cost | | | | | 4000 |
| **Enrichment** | | | | | |
| Desired Outcome | Chosen action/approach | What is evidence and rationale for this choice | How will you ensure it is implemented well? | Staff lead | Review |
| To support families in ensuring that financial difficulties do not prevent children from experiencing enhanced learning opportunities and experiences. Including holiday clubs, sports clubs, musical clubs, uniformed groups | Fund trips and schools adventure as well as residential in year 6 | Ensuring that children get the same opportunities | Pastoral team monitoring and weekly meeting’s  Whole school approach | Pastoral team am SLT | termly |
| To support children to learn a musical instrument or other external enrichment clubs where money shortage means this is not a priority  Children take part in quality arts lessons and achieve well in other subjects. | Fund music, clubs etc for those children who we have identified as in need and from their barriers and answers in questionnaires | Giving children wider opportunities and experiences gives them aspirations to succeed | Pastoral team monitoring and weekly meeting’s  Whole school approach | Pastoral team and SLT | Termly |
| Providing transport 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.  To treat children with headlice in school. | To ensure that all children are given equal opportunities and that money is not the barrier |  |  |  |  |
| Total budgeted cost | | | | | 3600 |

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| 1. **Overall Data Impact** |
| **Attainment / Progress Report**  **Date**: Summer 2018 **Group**: Pupil Premium **No in school:** 19.9% (97)   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  |  |  |  | |  |  |  |  |   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).  **20.9%** 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 | 10 | | 11 | | **21** | | | Reading | 9/82 | 10/91 | 7/77 | 6/66 | 16/76 | 16/76 | | Writing | 9/82 | 10/91 | 6/66 | 6/66 | 15/71 | 16/76 | | Maths | 9/82 | 10/91 | 6/66 | 6/66 | 15/71 | 16/76 | | RWM | 7/89 | | 6/66 | | **13/62** | |   .  **KS2**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **YGE** | Year 3 | | Year 4 | | Year 5 | | Year 6 | | **ALL** | | | No of pupils | 17 | | 10 | | 18 | | 19 | | **64** | | | Reading | 13/76 | 16/94 | 9/90 | 100 | 14/78 | 100 | 14/74 | 100 | 50/78 | 63/98 | | Writing | 12/71 | 16/94 | 9/90 | 100 | 14/78 | 16/89 | 14/74 | 100 | 49/76 | 61/95 | | Maths | 12/71 | 100 | 9/90 | 100 | 14/78 | 14/78 | 14/74 | 100 | 49/76 | 60/94 | | RWM | 12/71 | | 8/80 | | 12/67 | | 14/74 | | **46/72** | |  |  | | --- | | **Summary**   * 20.9% of our pupils are eligible to receive pupil premium funding and 11.5% to receive a free school meal (lower than both the 15% Lancashire and 16% national averages). * In KS1, at least 62% of pupil premium children are achieving the expected standard in RWM which is similar to non FSM children. This is good achievement and how the impact of POG money is narrowing the gap and ensuring the outcomes for children from a disadvantaged background 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 put in place for the summer term have ensured these children reached their individual targets * Achievement of the expected standard across KS 2 is above 70% for RWM which is above national standards and demonstrated clearly the impact of our PPG funding * Year 6 – 5 children did not achieve year group expectation all of these children are on the SEN register with low cognition and specific learning difficulties * Writing was a line of enquiry in the summer as this was lower than reading and writing across KS2 – data for the end of the year demonstrate this as this has now been narrowed however we will continue with our whole school SIP target as 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. See SIP 2018/19 | |
| **Attainment / Progress Report**  **Date**: Autumn 2018 **Group**: Pupil Premium **No in school:** 19.9% (97)  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).  **%** 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/% | 8 | | 11 | | **19** | | | Reading | 7/88 | 7/88 | 8/73 | 10/90 | 15/79 | 17/89 | | Writing | 6/75 | 7/88 | 9/82 | 100 | 15/79 | 18/94 | | Maths | 7/88 | 7/88 | 7/64 | 8/73 | 14/61 | 15/79 | | RWM | 6/75 | | 6/54 | | **12/63** | |   .  **KS2**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **YGE** | Year 3 | | Year 4 | | Year 5 | | Year 6 | | **ALL** | | | No of pupils/% | 11 | | 17 | | 11 | | 18 | | **57** | | | Reading | 8/72 | 10/91 | 13/76 | 100 | 10/91 | 15/83 | 16/89 | 46/80 | 46/80 | 54/95 | | Writing | 7/64 | 8/73 | 12/71 | 100 | 10/91 | 10/91 | 13/72 | 15/82 | 42/74 | 50/91 | | Maths | 8/72 | 8/72 | 14/82 | 100 | 9/83 | 100 | 100 | 100 | 48/86 | 54/95 | | RWM | 7/64 | | 12/71 | | 9/83 | | 13/72 | | **41/72** | |   Reception Data Autumn   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Groups** | **No of pupils** | **% of pupils working at the expected standard** | | | | | | **Reading** | **Writing** | **Maths (N&SSM)** | **GLD** | **Prime 2+** | | Boys | 35 | 27  77% | 28  80% | 33  94% | 21  60% | 21  60% | | Girls | 25 | 23  92% | 23  92% | 24  96% | 18  72% | 18  72% | | Summer born | 14 | 11  79% | 11  79% | 13  93% | 9  64% | 9  64% | | Non summer born | 46 |  |  |  |  |  | | SEN | 5 | 3  60% | 4  80% | 3  60% | 2  40% | 2  40% | | Non SEN | 55 |  |  |  |  |  | | Pupil Premium | 5 | 2  40% | 3  60% | 4  80% | 0 | 0 | | Non Pupil Premium | 55 | 47  85% | 48  87% | 53  96% | 26  47% | 24  43% | | EAL | 8 | 5  63% | 7  88% | 6  75% | 3  38% | 3  38% | | Non EAL | 52 |  |  |  |  |  | | **All children** | 60 | 49  82% | 51  85% | 57  95% | 26  43% | 24  40% |  |  | | --- | | **Summary**   * 19.9% of our pupils are eligible to receive pupil premium funding and 18.9% to receive a free school meal. * EYFS, only 8% of children in rec are PPG- each child’s key worker ensures that areas of focus for the child is communicated with the parent and provision in place within the each area of enhancement- narrowing the word gap and early reading are the areas of focus with parent workshops in place to support parents at home * In KS1, at least 62% of pupil premium children are achieving the expected standard in RWM which is similar to non FSM children. This is good achievement showing 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 1 or 2 children not on track. Intervention, working together plans and targeted provision put in place for the summer term have ensured these children reached their individual targets * Achievement of the expected standard across KS 2 is above 64% for RWM which is above national standards and demonstrated clearly the impact of our PPG funding * Writing was a line of enquiry in the summer as this was lower than reading and writing across KS2 – data for the end of the year demonstrate this as this has now been narrowed however we will continue with our whole school SIP target as 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. See SIP 2018/19 * Cohort specific targets continue ti ensure the gap is narrowed and provision is specific to the needs of individual children * Detailed 1-1 questionnaire is in place to ensure we are providing bespoke support for all our disadvantaged children and families. | |
| **Attainment / Progress Report**  **Date**: Spring 2019 **Group**: Pupil Premium **No in school:** 19.9% (97)  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).  **%** 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 | 8 | | 14 | | **22** | | | Reading | 5  (63%) | 5  (62%) | 10  71% | 10  71% | 15  68% | 15  86% | | Writing | 5  (63%) | 6  (75%) | 9  64% | 10  71% | 14  64% | 16  73% | | Maths | 7  (87%) | 7  (87%) | 10  71% | 9  64% | 17  77% | 16  73% | | RWM | EXP: 63%  GDS: 25% | | EXP: 8  57% | | 13  59% | |   **PPG KS2**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **YGE** | Year 3 | | Year 4 | | Year 5 | | Year 6 | | **ALL** | | | No of pupils | 10 | | 18 | | 11 | | 19 | | **58** | | | Reading | 6  60% | 9  90% | 12  66% | 15  83% | 10  (91%) | 11  (100%) | 15  **79%** | 15  **79%** | 42  72% | 50  86% | | Writing | 5  50% | 8  80% | 7  39% | 11  61% | 9  (82%) | 10  91% | 16  **84%** | 18  **95%** | 37  64% | 47  81% | | Maths | 6  60% | 8  80% | 12  66% | 16  89% | 9  (82%) | 11  (100%) | 13  **68%** | 12  **63%** | 40  69% | 47  81% | | RWM | EXP: 6/60%  GDS: 1/10% | | EXP: 13/72%  GDS: 4/22% | | EXP: 8(73%)  GDS:1(9%) | | **EXP:** 13 **68%**  **GDS:**4 **21%** | | **40**  **69%** | |  |  | | --- | | **Summary**   * 21% of our pupils are eligible to receive pupil premium funding and 19.9% to receive a free school meal (higher than both the 15% Lancashire and 16% national averages). * In KS1, at least 59% 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 year 1 is good in Math’s and Writing- Reading has fallen and therefore will form part of the intense provision for the summer term- in year 2 it is satisfactory however there are 4 children who need support in RWM to ensure they meet their targets- intervention within provision will ensure that all children in KS 1 achieve their targets by the end of summer term. * Progress across KS2 is very good with only a 1 or 2 children not on track. Intervention, working together plans and targeted provision will be put in place for the summer term have ensured these children reached their individual targets. * Writing in year 4 will be a focus with a drama led writing project inked to the topic of Vikings to narrow this gap. * Achievement of the expected standard across KS 2 is above 60% for RWM which is above national standards and demonstrated clearly the impact of our PPG funding * Math’s in year 6 shows a decline in Math’s achievement and progress- gap analysis to support individual learning approaches will be planned for the summer term. * Writing continues to be a line of enquiry this summer as this has historically been lower then reading, this term has seen an improvement and we want to continue in the narrowing of this gap. * Individual questionnaire’s for all PPG children have been conducted and these lines of enquiry, strengths and weaknesses will form the PPG strategy statement for the forthcoming academic year * EYFS 70%of pupil are making a GLD -3 pupils who are not are having have extra provision inplace to support their learning, * In nursery 2 year provision is adapted to the individual needs of each child. We plan focused activities weekly and these are adapted and planned for each week. Resources are directed to ensure the best outcomes for these children including the use of the environment. Next term, linked with our SIP target for Parents we are going to give children in nursery and in particular our EYPP children learning sacks to work on their areas for development at home. |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Groups** | **No of pupils** | **% of pupils working at the expected standard** | | | | | | **Reading** | **Writing** | **Maths (N&SSM)** | **GLD** | **Prime 2+** | | Boys | 35 | 30  86% | 30  86% | 33  94% | 30  86% | 91% | | Girls | 25 | 23  92% | 23  92% | 23  92% | 23  92% | 96% | | Summer born | 14 | 9  64% | 9  64% | 9  64% | 9  64% | 12  86% | | Non summer born | 46 | 44  96% | 44  96% | 44  96% | 44  96% | 44  96% | | SEN | 5 | 3  60% | 3  60% | 3  60% | 3  60% | 3  60% | | Non SEN | 55 | 50  91% | 50  91% | 50  91% | 50  91% | 50  91% | | Pupil Premium | 10 | 7  70% | 7  70% | 7  70% | 7  70 | 7  70% | | Non Pupil Premium | 50 | 46  92% | 46  92% | 46  92% | 46  92% | 46  92% | | EAL | 8 | 8  100% | 8  100% | 7  87.5% | 7  87.5% | 8  100% | | Non EAL | 52 | 45  87% | 45  87% | 46  88% | 46  88% | 48  92% | | **All children** | 60 | 53  88% | 53  88% | 53  88% | 53  88% | 56  93% | |