

# Bowerham Pupil Premium Strategy Statement 2020-21

To effectively narrow the gap in attainment for children in receipt of Pupil Premium funding, so they are in line with their non- 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					
<b>School</b>	Bowerham Primary and Nursery school				
<b>Financial Year</b>	<b>2020-21</b>	<b>Total PP budget</b>	£127,925	<b>Date of most recent PP Review</b>	Updated: 09.07.2020
<b>Total number of pupils</b>	415 and 70 in Nursery	<b>Number of pupils eligible for PP</b>	PP 21.3% (102)  Ever 6  <b>19.2% (92)</b>	<b>Date for next Strategy Review</b>	December 2020

2. Current Attainment		
Results KS 2 2019	Pupils eligible for PP	Pupils not eligible for PP
% achieving in RWM, Reading, Writing, Maths	68.4	77
% achieving in Reading	84	93
% achieving in Writing	89	88
% achieving in Maths	84	88

### 3. 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 and KS 1 and 2 – needs increasing to ensuring breadth and narrowing the gap
- Reading stamina and diet- lack of books at home, being read to or encouraged to read- reading not seen as a priority

#### External Barriers

- A small minority have attendance and punctuality issues
- 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, time and priority
- Large number have screens, computers and gaming devices in their bedrooms as a result (and also due to parenting boundaries) children are not going out to play or having 'time' away from the screen. Lack of parental guidance on Keeping safe online
- School and learning not seen as important or past 'life school' experiences impacting on children's learning
- Screen time narrowing the children's experience and being used as a babysitter rather than using the screen to broaden and support education
- Overprotective and 'I want' parenting giving children the power and decision making
- Lack of face to face family time and shared daily experiences
- Cultural Capital low- lack of experiences and activities mean a significant amount of time spent on screens
- Reduction on services and rising thresholds meaning more vulnerable/ struggling families not getting the support they needs

#### Barriers due to COVID Lockdown

- Increased risk of poverty
- Potential increased risk of abuse/ neglect
- Lack of family support networks and communication with friends/ family
- Difficulties with housing and accommodation
- Increased risk of online abuse and usage
- Lack of academic progress and achievement
- Reduction in support services- therapists, social care, etc
- Restricted access to health services
- Possible impact on diet and physical development/ weight
- Possible impact on independence and development milestones

Planned Expenditure					
Academic Year- 2020-21					
<b>Quality of Teaching for all- Pastoral</b>					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review
<p>To support the Learning mentor with attendance and punctuality – particular focus on PA</p> <p>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 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> <p>Fund 8 extra welfare staff</p> <p>Chill zone staffing</p> <p>Individual year group planning</p>	<p>Evidence of the impact of the last four years where PPG children gaps have narrowed year on year</p>	<p>Weekly pastoral meetings</p> <p>Half termly attendance meetings</p> <p>Multi agency training</p> <p>SLT critical friend weekly monitoring</p> <p>Baseline questionnaire actioned Autumn and reviewed in summer</p> <p>½ termly pastoral meetings with year group staff members.</p>	NJ/JB	<p>Termly review in PPG strategy meeting re data and impact</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 experiencing emotional 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- courses and targeted support</p> <p>Timely intervention ensures children meet individual targets of achievement and make good progress</p> <p>Life experiences / cultural Capital are broadened as well as aspirations, 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. Work on Knowledge organisers in the beginning build on their metacognition to support learning in class</p>					
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<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>To support children and families in giving them a strong foundation at the start of their learning journey</p>	<p>Fund nursery fees in addition to 15 hours universal or 2 year old funding</p>	<p>Vocabulary size relates academic success. EYFS is crucial for increasing breadth</p>	<p>Welcomm assessments- referrals to SALT</p>	<p>EYFS</p>	<p>Termly</p>
<p>Development of emotional friendly school -to support the emotional wellbeing of children and families</p> <p>The emotional wellbeing of the children and families is improved. Children make improved progress in academic work through improved mental health.- ACE /trauma informed school</p>	<p>Whole school approach re emotions and being safe and ready to learn</p>	<p>Success breeds success and a child has to feel safe and able to know how to access support they need</p>	<p>Monitoring from SLT</p>	<p>SLT</p>	<p>Termly</p>
<p>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</p> <p>Cohort academic planning to ensure the whole learning experience is rich, varied and relevant to the specific cohort</p>	<p>Learning to learn approach</p> <p>Whole School SIP priority for 20/21</p>	<p>Children who recognise their best learning approach are able to apply this to make good progress</p>	<p>Audit from autumn questionnaire and review at summer</p>	<p>Pastoral team SLT</p>	<p>Termly</p>

<p>Support children in order for them to feel safe and in the best place to learn</p> <p>Part of Encompass to ensure timely support with multi agency working</p> <p>Planned circle time</p>	<p>Embrace- ACE and Trauma informed school</p>	<p>Statistically reducing ACE's and supporting trauma enables pupils to be emotionally able to fully access learning</p>	<p>Audit and receive support for LCC Embrace lead</p> <p>Police partnership working</p>	<p>NJ/JL</p>	<p>Termly</p>
<p><b>COVID19 outcomes for all</b></p> <p>To ensure access to:</p> <ul style="list-style-type: none"> <li>• High quality curriculum resources and explanations.</li> <li>• Academic support from teachers.</li>   <li>• Regular communication with families</li>   <li>• Emotional and pastoral support for key workers children.</li> </ul>	<p><b>COVID19 actions</b></p> <p>Choice Boards uploaded as part of a two-week cycle to ensure full curriculum coverage.</p> <p>All teachers accessible by email for children and parents.</p> <p>Facebook live events to give parents a break and interaction.</p> <p>Phone call for all children at home from their teacher.</p> <p>Loom videos uploaded for transition and for class learning</p> <p>Class readers, general messages, goodbye messages, quizzes and challenges uploaded to YouTube channel/ website.</p>	<p>Evidence and rationale based on COVID19 advice for Social Care</p>	<p>Senior Leaders to monitor uploads</p> <p>Analysis of learning platforms and feedback from learning</p>	<p>SLT</p>	<p>Ongoing until end of lockdown- July 2020</p>

<ul style="list-style-type: none"> <li>Information about increased risk of online abuse and usage</li> </ul>	<p>Pastoral team to be in school. Pastoral interventions to continue for key worker families, where possible.</p> <p>Updated website and information to be sent through Parentapp.</p>				
Total budgeted cost					<p>£114360</p> <p>COVID Additional Cost: £2000- ICT apps/ platforms</p>
<p>QUALITY OF TEACHING FOR ALL- PASTORAL Evaluation</p> <p><b>Summer 2020 (During COVID19 Lockdown)</b></p> <p>The end of the academic year 2019-2020 extraordinary and will go down with historical significance. COVID19 affected each and every one of us – those in school and at home. School closed its doors on Friday 20th of March to school life as we knew it. As a result of the school closures, we developed choice boards for children to work on at home. These were uploaded to the Bowerham School website and updated on a two-week cycle, parents had to take over the lead role and become “teachers” at home. This had many challenges for our disadvantaged and low income families. In school, we ensured the same boards were accessed to ensure parity. Social Media and the school website were used to keep in touch with children and families and share vital updates and information, many tuned in for Friday Facebook Live. School continued to support individual families at home with learning, teachers made phone calls to each child in their class to ascertain if/how they were managing to access the choice boards, school loaned technical equipment to those families who were in dire need (PPG). Information surrounding online safety information was republished and presented to make it clearer for families to access and which support was available at present. Regular communication from school was sent through ParentApp- this included regular updates through YouTube (a platform chosen from initial analysis of what our families use). Key information was shared through all social mediums- Twitter, Facebook, Website, ParentApp, YouTube. Remote Education platforms have been purchased and training provided. Transition for each year group was still planned and Loom PowerPoints for transition, Class Teacher videos and updated website areas for remote learners and children in school ensured understanding of new year groups and reduced anxiety. In school, vulnerable children continued to get support and to work with a range of teachers. Staff were timetabled to ensure continuity for all children, but particularly vulnerable/ PPG.</p> <p>The school office has also remained open throughout lockdown to ensure that there is always a point of contact for all families- particularly vulnerable/ PPG families. These communications have taken place via phone or through social distanced visits to the main entrance.</p>					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review

<p>Intervention matches accurately the needs of the pupils to improve achievement</p>	<p>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</p> <p>Additional resources to support the provision map</p> <p>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</p> <p>Support is timely, appropriate and focussed on the children making good progress from their starting points</p> <p>To support and monitor referrals. To provide clear strategies to support individual children with additional needs to maximise their potential</p> <p>Support is timely, appropriate and focussed on the children making good progress from their starting points</p> <p>Referrals to the LA are completed efficiently and support/ interventions received begin sooner rather than later</p>	<p>Timely and early intervention means gaps can be narrowed before they get wider</p>	<p>Monitored by SEND team</p> <p>Support /interventions are monitored and evaluated for effectiveness and progress of the children.</p>	<p>Deputy and RC</p>	<p>termly</p>
<p>To support and monitor referrals. To provide clear strategies to support individual children with additional needs to maximise their potential</p>	<p>Educational Psychologist</p> <p>Contribution to SEN budget</p>	<p>Early support to ensure all needs are met from all agencies</p>	<p>Support /interventions are monitored and evaluated for effectiveness and progress of the children.</p>	<p>SEND team</p>	<p>Termly</p> <p>Annual reviews</p>



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<p><b>Targeted COVID19 outcomes:</b></p> <p><b>To ensure</b></p> <ul style="list-style-type: none"> <li>• Access to food for all.</li> <li>• Access to learning resources for families without.</li> <li>• Access to support in the home from external services</li> </ul>	<p><b>Targeted COVID19 actions:</b></p> <ul style="list-style-type: none"> <li>• Deliveries of necessities and food</li> <li>• Food bank referrals</li> <li>• Daily snack for FSM children in school- additional to lunch</li> </ul>	<p>Supporting vulnerable children and young people</p>	<p>Overview of needs for our families to be</p>	<p>SLT/ Pastoral Team</p>	<p>Weekly reviews through pastoral meetings.</p>

<ul style="list-style-type: none"> <li>• Access to health services</li> <li>• Access to school and support for learning for our vulnerable families.</li> <li>• We empower and enable families to safeguard children by sharing advice and information that they can use. For example, signposting to online safety resources or support with boundary setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Liaising with agencies to ensure families and children still receive appropriate support</li> <li>• Regular support re redeeming FSM vouchers</li> <li>• Regular phone calls/text messages reminding parents to redeem historic vouchers</li> <li>• Regular contact for FSM, Vulnerable and SEN families from the pastoral team.</li> <li>• Sharing of information between staff team to support the changing needs of vulnerable families.</li> <li>• Offer of digital support for vulnerable families</li> </ul>	<p>during COVID 19 outbreak (May 2020)</p>	<p>regularly monitored.</p> <p>Key families to be allocated to lead person.</p>		
Total budgeted cost					<p>4000</p> <p>COVID Additional Cost: £1800</p> <p>COST OF KIDS CLUB ACCESS £816</p>
<p>TARGETED SUPPORT Evaluation</p> <p><b>Summer 2020 (During COVID19 Lockdown)</b></p> <p>Staff have remained in weekly contact with FSM, Vulnerable and SEN parents on a weekly basis either by phone or face to face. This has been received well and the</p>					

majority of people are happy to chat. There have been families that have been difficult to engage and there has been discussion around how we can find alternative ways to check in with them, this has been via text message or email. A proportion of the families do not answer the phone from withheld numbers so they have been re contacted when staff members are in school. Protective factors and risk have been taken into consideration with all PPG families and staff have supported families in a range of ways, following the audit of this.

Staff have supported these groups by:

- Delivering FSM to family's homes
- Delivering essential shopping to homes of families in isolation
- Delivery of donations e.g. Easter eggs
- Delivery of Stationary packs provided by Lancaster University, supporting aspirations
- Food bank referrals have taken place as needed through weekly conversations with key families. This has been through the Morecambe Bay Foodbank.
- Liaising with agencies to ensure families still receive appropriate support.
- Agencies that have been contacted for families have included: Health Services, Foodbank, Children and Family Wellbeing Service, Social Care, Speech and Language, SEND assessment team, Educational Psychologist, CAMHS, CANW.
- Regular support re redeeming FSM vouchers
- Regular phone calls/text messages reminding parents to redeem historic vouchers
- CAF/ TAF/ CIN/ strategy meetings have taken place remotely.
- Access to Kid's Club for holiday support
- Daily exercise for all children and PPG children in school and fitness challenges for children at home.
- Daily snacks and a one choice healthy meal for all children in school- including FSM
- All SEND provision for children with SEND in school has still taken place. Referrals to SEND services have continued, including EHC applications. EHC reviews and transition reviews have been carried out remotely and SEND support for parents at home has been provided by the SENDCO and class teachers. SEND Virtual coffee afternoons have also taken place to discuss any SEND needs during lockdown. The SENDCO and Lucy Ellis, the parent forum North leader has been available at these to provide support and advice.
- School have funded additional support from Acorns Psychology to work with focused children during the Lockdown.
- Careful consideration has taken place in school for routines and staffing for our PPG children in order to support them- pastorally and academically. This has included visual reminders of what is happening and consistent routines for all.

Regular risk assessments of our PPG families and all vulnerable families has meant that families have returned to school as needed and we have supported families through this process.

<b>Enrichment</b>					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review

<p>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</p>	<p>Fund trips and schools adventure as well as residential in year 6</p> <p>Foodbank support</p>	<p>Ensuring that children get the same opportunities</p>	<p>Pastoral team monitoring and weekly meeting's</p> <p>Whole school approach</p>	<p>Pastoral team am SLT</p>	<p>termly</p>
<p>To support children to learn a musical instrument or other external enrichment clubs where money shortage means this is not a priority</p> <p>Children take part in quality arts lessons and achieve well in other subjects</p>	<p>Fund music, clubs etc for those children who we have identified as in need and from their barriers and answers in questionnaires</p>	<p>Giving children wider opportunities and experiences gives them aspirations to succeed</p>	<p>Pastoral team monitoring and weekly meeting's</p> <p>Whole school approach</p>	<p>Pastoral team and SLT</p>	<p>Termly</p>
<p>Providing transport Uniform, head lice 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</p> <p>To ensure that all children are given equal opportunities and that money is not the barrier</p>	<p>To treat children with head lice in school</p> <p>To provide funding for casual club</p> <p>To provide FSM vouchers in the Autumn term for children unable to attend school</p>	<p>Ensuring no children are at a disadvantage our without basic needs</p>	<p>Pastoral team monitoring and weekly meeting's</p> <p>Whole school approach</p>	<p>SLT and pastoral team</p>	<p>Half termly</p>

<p><b>COVID 19 enrichment</b></p> <ul style="list-style-type: none"> <li>To ensure that key worker and vulnerable children have access to a range of enrichment opportunities and outdoor learning.</li> <li>To try to replicate this access to vulnerable families at home.</li> </ul>	<p><b>COVID 19 enrichment</b></p> <ul style="list-style-type: none"> <li>Enrichment opportunities to be provided through choice boards and in school timetables.</li> <li>Access to Bowerham Kid's Club for vulnerable families.</li> </ul>	<p>Schools opening for Children of vulnerable families and key worker (March 2020)</p> <p>Supporting vulnerable children and young people during COVID 19 outbreak (May 2020)</p>	<p>Updated Curriculum overviews</p> <p>Choice Board Matrix-monitored through SLT.</p>	<p>SLT</p>	<p>Ongoing during COVID19</p>
<p>Costs of FSM vouchers to be determined according to any year group closures. (We have 74 children on FSM and the cost of each voucher is £15 a week)</p>					<p>Total budgeted cost £3,600</p>
<p><b>ENRICHMENT EVALUATION</b></p> <p><b>Summer 2020 (during COVID 19 Lockdown)</b></p> <p>During the pupils time in school we have endeavoured to continue offering children exciting and fun activities which have supported not only their academic progress but their social and emotional wellbeing. Staff have been creative with resources and ideas due to COVID restrictions ensuring pupils are still engaged and having new experiences. Below are some of the activities the children have been able to access.</p> <ul style="list-style-type: none"> <li>Daily sporty activities such as- Joe Wicks work outs, running, circuits, aerobics, cosmic yoga,</li> <li>Art projects that have developed drawing and painting skills and art appreciation- Chalk superhero drawings, painting various exciting things, insect and nature drawings, Bring Me Sunshine paintings</li> <li>World Bee Day- a fantastic day when the children got to celebrate the importance of bees with a range of activities</li> <li>Earth Day- an exciting day full of information packed fun about the earth and our impact on the future</li> <li>Sports Day- Children competed in their House teams through a range of events and races</li> <li>Nature walks- Enjoying the lovely weather, the children have explored every element of nature on our school grounds and they have loved being outside Nature Detectives</li> <li>Using recycled materials, the children have made bird feeders to keep the winged members of our Bowerham Family happy.</li> <li>Car washing enterprise day competition- All the children went wet and wild cleaning staff cars to see who's they could get the cleanest.</li> <li>Sunflower seed planting</li> </ul>					

- A delicious surprise ice cream van visit from Wallings
- Reaching out to the children at home with the Facebook Live events such as quizzes, Dance offs, Talent Shows, Bingo
- Stepathon for National Walk to School month
- Deaf Awareness Week- all children learnt how to sign some words using Makaton and year 3,4,5 and 6 learnt the alphabet
- Cross the field challenge- Children had a chance to develop their team skills and get to the other side of the field without stepping on the grass.
- VE Day Celebrations- VE day picnic, homemade Biscuits,
- St George's Day Celebrations- The children celebrated with a focus on role play, dragons and baking.
- Shakespeare's Birthday Celebration- writing with our feather quills and creating their own Shakespeare insults!
- Writing thank you cards to our key workers and creating a large thank you display in our hall windows.
- Enjoying the flowers of spring and nature with a range of fun art activities through the Woodland Trail
- Became little chefs and cooked a range of tasty food- Hot Cross Buns, Scones

Overall, this has mean that key worker families have felt confident in the opportunities their children have received and this element of 'fun' has meant parity between children experiencing home learning and children's enrichment in school. Many of our key worker/ vulnerable children have been in school during school holidays and it has been important that they have had time away from the curriculum and a 'break' from traditional learning requirements.

#### **4. Overall Data Impact**

Summer 2020

Autumn 2020

Spring 2020