

## Bowerham Pupil Premium Strategy Statement 2022-23

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>2022-23</b>	<b>Total PP budget</b>	£129,510	<b>Date of most recent PP Review</b>	July 2022
<b>Total number of pupils</b>	511 89 of which are nursery	<b>Number of pupils eligible for PP</b>	PP 22%  Ever 6  19%	<b>Date for next Strategy Review</b>	October 2022

2. Current Attainment		
Results KS 2 2022	Pupils eligible for PP	Pupils not eligible for PP
% achieving in RWM, Reading, Writing, Maths		
% achieving in Reading		
% achieving in Writing		
% achieving in Maths		

3. Barriers to learning from analysis of needs carried out by the families team
In school barriers <ul style="list-style-type: none"> <li>Some children within the group have specific learning needs or complex needs which require additional provision both in and out of class</li> <li>Historical issues surrounding education as a priority</li> </ul>

- 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
- Writing stamina

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 including Freedom for Children and CANW.
- Issues surrounding age-appropriate boundaries and guidance -Sleep deprivation due to poor behaviour expectations and routines/ use of YouTube and gaming apps.
- 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

Planned Expenditure

Academic Year- 2022-23

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 reduce the gap of achievement of vulnerable/ PPG groups.	<p>Ensure any gaps in learning are identified and planned for through weekly planning.</p> <p>Friday 'catch up' sessions.</p> <p>8:30am interventions</p> <p>Mapped Matrix of learning for different groups of children.</p> <p>1:1 tuition for targeted groups.</p> <p>Staff deployment to allocate support and intervention as needed.</p> <p>The development of individual learning plans to include all areas of development and activities to access further at home shared on Showbie.</p> <p>Use of 'Bugclub' to ensure reading progression and access to further reading for all beyond the school day.</p> <p>Lead SLT member to be the champion for our vulnerable children.</p> <p>focus on writing across the curriculum, with a focus on stamina and expectation</p>	School data suggests that PPG/ disadvantaged children have been affected mostly by COVID19 in terms of academic achievement. Further support and curriculum development is needed to address this and help close the gap.	<p>Cohort target analysis.</p> <p>Pupil progress meetings</p> <p>Achievement data</p>		
To ensure effective metacognition in all learners	<p>Cohort academic planning to ensure the whole learning experience is rich, varied and relevant to the specific cohort.</p> <p>Continued use of school assessment for learning procedures and policies.</p>	Metacognition and self-regulated learning is proven to be the most cost effective way of ensuring progress across the curriculum (EEF April 2018).	<p>Metacognition audit and EYFS Independent behaviours assessment.</p> <p>Typical assessments of metacognition that can be used in the classroom by teachers include:</p>		

	<p>Environment set up to promote recall of prior learning including PowerPoints available on children’s desks.</p> <p>Regular brain breaks</p> <p>Memory games provision</p> <p>Structured starters designed to activate prior learning knowledge</p>		<ul style="list-style-type: none"> <li>• <b>traces</b>—observable metacognitive strategies used by pupils while completing a task, such as underlining a passage or making notes;</li> <li>• <b>observation</b>—observing learners while they are completing a task, and estimating their use of metacognition directly, allows teachers to take non-verbal behaviours and social interactions into account; recording measures like ‘<b>time-on-task</b>’ or <b>homework completion rates</b> can also let teachers make inferences about self-regulated learning;</li> <li>• <b>self-report questionnaires</b>—perhaps the most common assessment strategy is retrospective pupil self-reporting in the form of questionnaires (a note of caution should attend this method: recalling metacognitive strategies accurately is a difficult challenge for learners);</li> <li>• <b>structured interviews</b>—though challenging to implement, interviews can take the form of a hypothetical learning scenario, with pupils asked to describe how they would use self-regulated</li> </ul>	
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			learning strategies during it, thus allowing them to access, or not, more context-specific strategies; <b>43</b> and <ul style="list-style-type: none"> <li>• <b>talk aloud protocols</b>— assessments that get pupils to express their thought processes while doing a particular task (these self-reporting measures, however, may be biased by pupils' literacy and ability to articulate their thoughts).</li> </ul>		
To ensure a strong foundation for children at the start of their learning journey	Fund nursery fees in addition to 15 hours universal or 2 year old funding Introduced NELI and RBA Engage children in high quality speech and language activities – songs, rhymes, letters and sounds, stories and make believe play. Continue focus on sensory experiences, building independence and encourage making healthy choices.	Vocabulary size relates academic success. EYFS is crucial for increasing breadth	Welcomm assessments- referrals to SALT	EYFS	Termly
Staff training on trauma and support for those vulnerable children and Post looked after	Fund training by school EP	Training ensures shared approach to all children at the point of need	Monitoring by SLT data	SLT	Termly
Total budgeted cost					£114360
<b>Targeted/intervention Support</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>Early intervention given for families at the point of need.</p>	<p>To support and monitor referrals. 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.</p> <p>Pastoral team to work with staff and areas of concern to ensure referrals to external agencies when needed.</p> <p>Pastoral support provided to targeted groups as identified by the Overview of Needs in each year group bubble.</p>	<p>Families that have early intervention to help meet their needs has a direct impact on outcomes for children. Children cannot learn without their basic- physical and emotional needs being met (Maslows Hierarchy of Needs). Supporting families supports children and helps them to thrive.</p>	<p>Professional contacts list</p> <p>Pastoral meetings</p> <p>Year group meetings and discussion of concerns.</p> <p>TAF meetings</p> <p>Liaising with external agencies.</p> <p>Tracking chronology through CPOMS</p>		
<p>To ensure parents are fully informed of the way children learn so to support the importance and reason for homework and ILP work at home.</p>	<p>Training and support for parents on how children learn – evidenced based to support work at home and parents being the main educator 20- school and 80 home</p>	<p>Evidence based of research of metacognition</p>	<p>Monitored through data analysis and overview of needs</p>	<p>JG, SB</p>	<p>termly</p>
<p>Intervention matches accurately the needs of the pupils to improve achievement.</p> <p>To support children to access the curriculum and make progress towards meeting year</p>	<p>Additional resources to support the provision map</p> <p>Assessment procedures in place to identify specific difficulties and barriers to learning.</p> <p>Overview of needs</p> <p>Tuition support for small groups and 1-1 interventions in order to remove barriers to learning in literacy, maths – areas identified from data e.g. writing groups,</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>JG and team</p>	<p>termly</p>

group expectations/ expected progress.	comprehension strategies, language development.  Support is timely, appropriate and focussed on the children making good progress from their starting points				
To provide clear strategies to support individual children with additional needs to maximise their potential	Educational Psychologist and SENDCO assessments and action plans in place.  Individual Learning Plans developed to target areas of needs with activities and provision.  Work with external agencies such a SALT, ADHD pathways, School Health to ensure action plans and resources are added to ILPs.  Ensure pupil passports are in place and used effectively	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					10000
<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
To support families in ensuring that financial difficulties do not prevent children from experiencing enhanced learning opportunities and experiences. Including holiday clubs,	Fund year group trips and as well as residential in year 6  Foodbank support  Hygiene bank support	Ensuring that children get the same opportunities	Pastoral team monitoring and weekly meeting's  Whole school approach	Pastoral team and SLT	termly

sports clubs, musical clubs, uniformed groups					
To support children on PP to fully for board and lodgings when on school residential	Fund Board and lodges for residential	Ensure no barrier to school residential	All office staff to know and ensure parent are communicated with	Office and pastoral team, SLT	As and when
To support children to learn a musical instrument or other external enrichment clubs where money shortage means this is not a priority	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
To ensure that all children are given equal opportunities and that money is not the barrier.	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.  Provide funding for casual club  Referrals for families for emergency assistance when needed.	EEF, although low impact and cost this supports those families who just can't afford it.	Targeted at the point of need.	Office and pastoral team	As and when
Total budgeted cost					10000
<b>4. Overall Data Impact</b>					



