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 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** | **2022-23** | **Total PP budget** | £129,510 | **Date of most recent PP Review** | Feb 2023 |
| **Total number of pupils** | 511  89 of which are nursery | **Number of pupils eligible for PP** | PP  22%  Ever 6  19% | **Date for next Strategy Review** | Oct 22  Feb 2023  April 2023 |

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| 1. **Current Attainment** |

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| 21/22 | Reading | | Writing | | GPS | | Mathematics | | Combined RWM | |
| NOR 60 | %  EXS+ | %  GDS | %  EXS+ | %  GDS | %  EXS+ | %  GDS | %  EXS+ | %  GDS | %  EXS+ | %  GDS |
| School TA 22 | 49 82% | 25 42% | 47  79% | 22  37% |  |  | 48  80% | 29  48% | 47  78% | 20  33% |
| School Test results | 77% | 32% | 47  79% | 22  37% | 75% | 40% | 77% | 38% | 41  68% | 12  20% |
| 2019 National Average | 73% | 27% | 78% | 20% | 78% | 36% | 79% | 27%% | 65% |  |
| National headlines for 2022 | 74% |  | 69% |  | 72% |  | 71% |  | 59% |  |
| FSM | 50% | 20% | 50% | 20% | 50% | 30% | 50% | 30% | 50% | 20% |
| Average Scaled Score  School | 106 | | N/A | | 107 | | 107 | |  | |
| Average Scaled Score  National 19  22 | 104  105 | | N/A | | 106  105 | | 105  104 | |

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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 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 |
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| 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. | Ensure any gaps in learning are identified and planned for through weekly planning.  Friday ‘catch up’ sessions.  8:30am interventions  Mapped Matrix of learning for different groups of children.  1:1 tuition for targeted groups.  Staff deployment to allocate support and intervention as needed.  The development of individual learning plans to include all areas of development and activities to access further at home shared on Showbie.  Use of ‘Bugclub’ to ensure reading progression and access to further reading for all beyond the school day.  Lead SLT member to be the champion for our vulnerable children.  focus on writing across the curriculum, with a focus on stamina and expectation | 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. | Cohort target analysis.  Pupil progress meetings  Achievement data |  |  |
| To ensure effective metacognition in all learners | Cohort academic planning to ensure the whole learning experience is rich, varied and relevant to the specific cohort.  Continued use of school assessment for learning procedures and policies.  Environment set up to promote recall of prior learning including PowerPoints available on children’s desks.  Regular brain breaks  Memory games provision  Structured starters designed to activate prior learning knowledge | Metacognition and self-regulated learning is proven to be the most cost effective way of ensuring progress across the curriculum (EEF April 2018). | Metacognition audit and EYFS Independent behaviours assessment.  Typical assessments of metacognition that can be  used in the classroom by teachers include:  **• traces**—observable metacognitive strategies  used by pupils while completing a task, such as  underlining a passage or making notes;  **• observation**—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 **‘time-on-task’** or  **homework completion rates** can also let teachers  make inferences about self-regulated learning;  **• self-report questionnaires**—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);  **• structured interviews**—  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  learning strategies during it,  thus allowing them to access,  or not, more context-specific  strategies;**43** and  **• talk aloud protocols**—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). |  |  |
| 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 |
| **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 |
| Early intervention given for families at the point of need. | 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.  Pastoral team to work with staff and areas of concern to ensure referrals to externa agencies when needed.  Pastoral support provided to targeted groups as identified by the Overview of Needs in each year group bubble. | 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. | Professional contacts list  Pastoral meetings  Year group meetings and discussion of concerns.  TAF meetings  Liaising with external agencies.  Tracking chronology through CPOMS |  |  |
| 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. | 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 | Evidence based of research of metacognition | Monitored through data analysis and overview of needs | JG, SB | termly |
| Intervention matches accurately the needs of the pupils to improve achievement.  To support children to access the curriculum and make progress towards meeting year group expectations/ expected progress. | Additional resources to support the provision map  Assessment procedures in place to identify specific difficulties and barriers to learning.  Overview of needs  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, comprehension strategies, language development.  Support is timely, appropriate and focussed on the children making good progress from their starting points | 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. | JG and team | termly |
| 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 |
| **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 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 |
| To support children on PP to fully for board and lodgings when on school residentials | 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 |

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| 1. **Overall Data Impact** |
| **Pupil Premium**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Reception** | **No of pupils** | **% of pupils working at the expected standard** | | | | | **Reading** | **Writing** | **Maths (N&SSM)** | **GLD** | | Pupil Premium | 6 | 67%  4 | 67%  4 | 67%  4 | 50%  3 | | Non Pupil Premium | 52 | 81%  42 | 65%  34 | 85%  44 | 63%  33 | | **All children** | 58 | 79%  46 | 66%  38 | 81%  47 | 62%  36 |   **KS1**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | YGE | Year 1 | | Year 2 | | **ALL** | | | No of pupils | 8 | | 12 | | **20** | | | Reading | 2  25% | 2  25% | 5  42% | 10  83% | 7  35% | 12  60% | | Writing | 2  25% | 3  38% | 4  33% | 11  92% | 6  30% | 14  70% | | Maths | 3  38% | 3  38% | 5  42% | 12  100% | 8  40% | 15  75% | | RWM | EXP: 12.5% | | 3/25% | | 4  20% | |   **PPG KS2**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **YGE** | Year 3 | | Year 4 | | Year 5 | | Year 6 | | **ALL** | | | No of pupils | 14 | | 12 | | 10 | | 17 | | 53 | | | Reading | 9  64% | 14  100% | 9  75% | 12  100% | 5  50% | 3  30% | 13  76% | 15  88% | 36  68% | 44  83% | | Writing | 9  64% | 12  86% | 2  17% | 9  75% | 5  50% | 4  40% | 7  41% | 10  59% | 23  43% | 35  66% | | Maths | 10  71% | 12  86% | 8  67% | 10  83% | 2  20% | 2  20% | 14  82% | 14  82% | 34  64% | 38  72% | | RWM | EXP: 9/64% | | EXP: 2/17% | | EXP: 2/20% | | EXP: 7 / 41% | | 20  38% | |  |  | | --- | | **Summary-Autumn 2022**   * EYFS achievement is 67% in RWM – this shows that there is consistency. This is lower than non-free school meals – this is where there is a dip in writing in relation to reading and Maths. * Yr 1 progress for Reading, Writing and Maths is poor. This is an area that needs to be addressed through their cohort targets. For the Spring term children are going to be taught in smaller groups and children who have not met their ELG will be trackers using PIVATs. * Yr2 progress is very good in progress, this is much lower in the National average. The children who are PPG are also on the SEN list. * KS1 data is poor and this needs to be tracked closely and to ensure that provision is put in place to address the issues. Freya and Pepper will be supporting the Reading in Key Stage One. * KS 2 reading both progress is good overall apart from Yr 5. Peggy and Anne will be working with the Yr 5 team for 2 afternoons a week. * Year 5 PPG children will need to be a focus on their cohort targets. * As a school we need to monitor the use of the home enrichment and ensure that pre learning it taking place. It is often noted that children on the PPG list are at a disadvantage for experiences at home –this is where the children need these experiences. | |
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